DOCUMENT RESUME

ED 380 932 EC 303 806

AUTHOR	Ferguson, Dianne; And Others
TITLE	Including Exceptions: A System for Educating Students with Dual Sensory Impairments and Other Extreme Disabilities in General Education Settings. A Final Report.
INSTITUTION	Oregon Univ., Eugene.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[94]
CONTRACT	H025F10001
NOTE	114p.; A product of the Specialized Training Program.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Deaf Blind; *Educational Strategies; Elementary Secondary Education; Inclusive Schools; *Mainstreaming; Multiple Disabilities; Social Integration; *Student Experience; *Teaching Models

ABSTRACT

The Including Exceptions in Schools (IES) Project attempted to develop, implement, and validate a system for educating students with the most extreme dual sensory and other cognitive, physical, and health impairments in general education settings. The project involved 17 elementary and secondary students in Oregon, Idaho, and Louisiana over a 3-year period. The project's components addressed: curriculum and teaching design, students' learning membership, and technical support. The IES was designed to be teacher friendly, incorporate all perspectives, emphasize ongoing creative problem solving, and be accomplishment-based. The project aims to avoid dependence upon teaching tiny isolated skills and relying on passive presence, by asking teachers to think less about adding to students' behavioral repertoires and more about increasing opportunities for students to practice their admittedly small and tenuous current behaviors in real school and community activities. Overall, some improvement was accomplished in the educational experiences of each participating student. However, the types and amount of change varied according to the constraining or facilitating nature of the student's placement and professionals' perspective. Attachments present tools and procedures, data collection documents, and liaison support summaries. (Contains 38 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Including Exceptions: A System for Educating Students with Dual Sensory Impairments and Other Extreme Disabilities in General Education Settings

ED 380 932

A Final Report

Grant # HO25F10001
U.S. Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Principal Investigator: Dianne Ferguson

Project Staff: Christopher Willis, Coordinator
Gwen Meyer
Mary Dalmau
Shawn Boles
Eileen Rivers
Michael Young
Diane Baumgart
Lysa Jeanchild

EC 303806

Specialized Training Program
University of Oregon
Eugene, OR 97403

BEST COPY AVAILABLE

ABSTRACT

The Including "Exceptions" in Schools (IES) Project attempted to develop, implement, and initially validate a system for educating students with the most extreme dual sensory and other cognitive, physical, and health impairments in general education settings. The Project developed the *Including Exceptions System (IES)* and used the *System* with 17 students in Oregon, Idaho, and Louisiana over the Project's three year period. These students were enrolled in six high schools, two middle schools, and five elementary schools.

The *Including Exceptions System* was designed specifically for teachers and three key components with specific strategies and tools for implementing each. *IES* components address 1) curriculum and teaching design, 2) students' learning membership, and 3) technical support from the IES Working Committee of professionals from a diverse range of disciplines whose expertise might assist in the ongoing problem solving needed to effect changes in the educational experiences of these particularly challenging students. Use of the *System*'s components was also supported by Project-based liaisons. Teachers' efforts and outcomes for students were systematically documented using a variety of quantitative and qualitative methods.

Overall, some improvement was accomplished in the educational experiences of each participating student. However, the types and amount of change varied according to the student's placement. Both quantitative and qualitative case study data revealed that it was most difficult to effect change in educational experiences for students in intermediate school district self-contained classrooms. Even though some changes occurred, the overall accomplishments seemed to be more limited by the setting and the assumptions that the setting seemed to encourage than by the student's particular constellation of disabilities. This conclusion was further supported by the different patterns of accomplishments of students placed in school district self-contained classrooms, and especially those placed primarily in general education classrooms. Even though students in each of these settings were similarly challenging, the structure, operations and assumptions of each setting constrained or facilitated what the Project accomplished.

TABLE OF CONTENTS

ABSTRACT

TABLE OF CONTENTS

PURPOSE OF PROJECT 1

INCLUDING "EXCEPTIONS" IN SCHOOLS 1
Rationale for IES 1

DESCRIPTION OF THE IES SYSTEM 3

IES Features 3
IES Components & Logic 4

IES PROJECT DESIGN 9

CASE STUDY APPROACH 9

IES RESULTS AND FINDINGS 15

ACCOMPLISHMENT SUMMARY DATA 15
Student Outcomes 19
Teacher and School Outcomes 23
Interim Case Study Narrative Themes and Findings 24
Students' Experiences of Schooling 24
Perspective Barriers 27
Context Barriers 28
In Sum 29

PROJECT MANAGEMENT AND IMPACT 31

ASSURANCES 36

REFERENCES 37

ATTACHMENTS

Attachment A: Tools and Procedures
Attachment B: Data Collection Documents
Attachment C: Liaison Support Summaries
Attachment D: Supporting Documents

PURPOSE OF PROJECT

Including "Exceptions" in Schools

The purpose of the Including "Exceptions" in Schools (IES) Project was to develop, implement, and validate a system for education students with the most extreme dual sensory and other cognitive, physical and health impairments in general education settings. A teacher-based system was developed that included three key components with specific strategies and tools for implementing each. Implementation was supported by Project-based liaisons and a Working Committee of professionals from a diverse range of disciplines whose expertise might assist in the ongoing problem solving needed to effect changes in the educational experiences of these particularly challenging students. Teachers' efforts and outcomes for students were systematically documented using a variety of quantitative and qualitative methods.

Rationale for IES

The IES Project targeted the population of students who experience dual sensory impairments as well as significant cognitive, physical, and medical impairments. In many areas across the country, innovative programming for such students is unavailable. Even programs that serve students with severe disabilities find it difficult to adapt their practices to these very complicated and challenging students (Ferguson & Baumgart, 1991). Despite legal inclusion, teachers continue to find that these most challenging students do not respond well to current best practices, challenging them to define new ones that remain consistent with best practice values, but that can produce meaningful educational outcomes for students (e.g. Brown, Helmstetter, & Guess, 1986; Evans & Scotti, 1989; Ferguson, 1987; Guess & Thompson, 1991).

The challenge these students pose for special education practices is further complicated by our current period of reform, especially with regard to inclusion of students with disabilities in general education classrooms. Even within the special education community, the debates continue. While some parts of both the special and general education communities call for a rejection of separate educational environments for disabled students (e.g., NASBE, 1990; TASH, 1994; Ferguson, 1994; Stainback, Stainback & Moravec, 1992; Brown, et al., 1991; Sailor, et al., 1989), other voices warn strongly against such changes (e.g., Fuchs & Fuchs, 1994; Kauffman & Hallahan, 1993; Shanker, 1993). Yet for many educators, whether general or special, students with dual sensory, cognitive, physical and medical impairments are rarely part of the reform and restructuring conversation. Too many questions remain about these students: What does learning mean for them? How will they meet school achievement standards? Who will see to their care and safety? What should schools accomplish for them? Many educators think there are limits to what we can accomplish, or should be expected to accomplish for these most complicated and disabled students. *The IES Project responded to these questions by developing an approach to curriculum, teaching, and membership that could be applied in both self-contained special education and general education settings.*

This report describes (1) the *Including Exceptions System* developed during the Project, (2) the procedures for using the *System* and documenting results, (3) Project results and findings, and (4) Project products and dissemination activities.

DESCRIPTION OF THE IES SYSTEM

This section describes the features, logic, and components of the *System.*

IES Features

In order to effectively respond to the complex situations teachers face with extremely disabled students, *IES* was created with the following features.

Feature 1: The System is "teacher friendly." *IES* procedures and materials were constructed and written from teachers' points of view. That is, they are accessible and consumable by them without the interpretative assistance of the authors or other university-based researchers. Further, *IES* is sensitive to teachers' responsibility not just for the IES participating students, but the 7-30 other students, families, programs, and 2-4 classroom staff that they must also manage whether in a special or general education classroom. A system that requires teachers to feel that they are required to "steal" valuable time from other students and responsibilities is not likely to succeed over time for either teachers or students.

Feature 2: The System incorporates all perspectives. Much of what makes these students challenging is the sheer number of adults that need to be involved in their educational lives. While it is impossible for any single educational professional to possess all the critical information and skills typically required by a student with dual sensory, physical, cognitive, and medical disabilities, it is almost as impossible to effectively access and integrate necessary information and skills from the full panoply of involved professionals. Yet, not attending to this wide array of perspective and expertise is likely to result in a less effective system.

The *IES Working Committee* brought together this breadth of professional and practical perspectives, expanding the information and creative problem-solving available to the teacher and related service personnel directly involved with the students. Since all members of the *Working Committee* were not directly involved with each student, their collective problem solving could often be more divergent and creative as they were not constrained by either history or immediate context. As Eliot Eisner has said of university-based research and development activities, "Researchers are not the ones to provide rules of procedures to practitioners; there are no sacred seven steps to effective teaching...the relationship between... the products of research and their use in schools, is one of mutual inquiry and negotiation." (1991, p. 205). It was critical to the success of IES that this "mutual inquiry and negotiation" occurred with students' existing practitioner teams through the activities of the *Working Committee*.

Feature 3: The System emphasizes ongoing creative problem solving. Despite the need to develop effective approaches to the education of these very challenging and complicated students, there is simply a great deal that we as a field do not yet know. We do not, for example, have the medical and educational ability to substantially remediate the very large performance discrepancies these students with the most severe sensory disabilities experience (Meyer, 1991). There is also great confusion about what might constitute appropriate curriculum or instruction (Fredericks & Baldwin, 1987). In the best of circumstances, when interventions succeed, it is likely that students' needs will change enough to require further development and modification. For these reasons, *IES* emphasizes ongoing creative problem solving not just in the design of materials and procedures, but in the resulting procedures and materials as well.

Feature 4: The System is accomplishment based. Having students with deaf/blindness and other multiple/medical disabilities receive their special educational programming in general education settings is a necessary, but not sufficient, student outcome. Equally challenging is to develop curriculum and instructional programming which builds students' functional competence to actively participate and contribute (Ferguson, & Baumgart, 1991; Fredericks & Baldwin, 1987). *IES* procedures and strategies help teachers and support staff use the opportunities available in schools to achieve both the social connectedness necessary to social inclusion, as well as the functional growth that will secure durable social inclusion through participation and contribution.

IES uses five explicit criteria related to curriculum & teaching (Ferguson, 1993) designed to apply to all students and programs for students with and without disabilities. These criteria provided direction to *IES* since they are standards that have been previously validated as descriptive of inclusive schooling practices for students with severe disabilities (Meyer, Eichinger, & Park-Lee, 1987). These criteria also served as the basis for constructing *IES* components and tools. Thus, built into *IES* are information collection procedures which help teachers and other educational personnel make ongoing decisions about their students' progress in both social inclusion and competent active participation. These procedures also produce an ongoing file of quantitative and qualitative information suitable for program evaluation.

IES Components & Logic

IES is organized into two broad substantive components (curriculum/teaching & membership) each with tools and procedures that have been adapted and adopted from other demonstration and research efforts and one procedural component *(IES Working Committee)*. The rationales for how each of these components responds to the challenges posed by extremely multiply and medical disabled students with deaf/blindness are briefly described below, together with the overriding *IES* logic.

Overarching IES Logic

The *IES* strategy for avoiding both dependence upon teaching tiny isolated skills (in the hopes of building them into a functional repertoire) or a reliance on passive presence (in the hopes of building social inclusion), is to ask teachers to think less about adding to students' behavioral repertoires and more about increasing opportunities for students to practice their admittedly small and tenuous current behaviors in real school and community activities.

Using a "practice abilities" logic rather than an "add behaviors" logic for teaching does not mean that teachers will not be building students' skills. Rather, it is a matter of how teachers frame their efforts: beginning with practicing abilities is more likely to result in building skills for students with extreme disabilities, if skills are to be built at all. It is the practice itself that is more likely to improve the consistency and quality of a student's few behaviors, perhaps enough so that they can then be elaborated into more complex behaviors. Although students may never complete a movement entirely alone, or indicate a choice without systematic pauses, they may begin to actively contribute to a movement, or continue a movement they have been assisted to begin.

In some situations a student's few behaviors might not substantially change, but physically supported <u>active</u> participation in real settings can still result in two important benefits. First, the student's physical condition and health might be better maintained as a consequence of physically supported active participation (joint flexibility and range of motion, for example). Second, well-constructed and supported active participation is more likely to enhance the image of the student in the

eyes of nondisabled peers, encouraging peer interest and even involvement. It is this interest and involvement of peers which will support the continued community presence of students with very severe dual sensory and multiple disabilities.

In sum, what little information is available to us from, for example, intervention efforts with persons who have severe disabilities, or persons who have experienced severe brain injury, suggests that carefully orchestrated active practice of familiar behaviors in a predictable routine can indeed result in improving the consistency and quality of those behaviors (e.g., Brown & Lehr 1989; Eames & Wood, 1984; Smith & Ylvisaker, 1985; Szekeres, Ylvisaker & Holland, 1985).

The rest of this section briefly describes each *IES* component and the strategies. Examples of tools and procedures for all the components are included in Attachment 1.

Component 1: Curriculum & Teaching Design.

The reframing of educational programming from one of "adding behaviors" to one of "practicing abilities" within the context of familiar daily routines, together with a focus on participation in more mainstreamed settings, involves three information generating strategies.

Strategy 1: Home Activities Interview/Discussion (HAI/D). This assessment involves identifying potentially stimulating and apparently preferred activities within school and peer routines. There are a variety of resources for identifying such activities and routines (Baumgart, et al., 1990; Falvey, 1989; Ford, et al., 1989; Sailor, et al., 1989), however *IES* uses an assessment device that has been elaborated from the work of Wilcox & Bellamy (Wilcox & Bellamy (1987), and applied not just to students with severe disabilities, but to all students in schools (Ferguson & Ralph, in press). The HAI/D identifies age-appropriate activities that students currently encounter in their lives both inside and outside of school from which IEP goals and school schedules can be derived. An example summarizing information from an HAI/D is included in Attachment 1.

Strategy 2: Brainstorming Interview Guide. As noted earlier, some students are "not available" for learning or practicing their admittedly few and perhaps fragile abilities, sometimes for significant portions of the school day. Sometimes students' unconnectedness, agitation, sleepiness, or seizures, to name just four common ways students are "unavailable," are related to other environmental, time, and physiological factors. The Brainstorming Interview Guide assists teachers, family members, and other school personnel, to pool their knowledge about a student, analyze this information for potential barriers and strategies about how to maximize opportunities for practicing abilities in spite of such influences. The Guide is included in Attachment 1.

Strategy 3: School Context Analysis Form. This document assists the teacher and team to analyze school and classroom activities, climate, environmental condition, teaching formats and other features of the day-to-day life of schools that represent both opportunities and challenges for students with extreme multiple and medical disabilities. This form (included in Attachment 1) is intended to be heuristic in nature—encouraging teachers to divergently think through all the dimensions of school contexts that might have a bearing on a students' ability to actively participate.

The *Including Exceptions System* also includes three strategies for designing and redesigning teaching experiences that (a) maximize contact between deaf/blind multiply disabled students and students of other abilities, (b) integrates the provision of health supports into an educational schedule, and (c) assists teachers to systematically generate and use information that will assist them to

continuously evaluate valued outcomes. These are briefly described here, with supporting documents provided in Attachment 1.

Strategy 4: Mixed-ability Group Teaching. Teachers' natural tendency is to work individually with students with deaf/blindness and other multiple and medical disabilities since they frequently seem to have no peers who are learning similar things at a similar rate—the homogeneous grouping logic most teachers learned. *IES* includes strategies for grouping students as much as possible by finding ways for their learning trials to serve as the antecedent to other group members' learning opportunities (an overlapping and embedding curricular decision). In this way peers, especially nondisabled peers, provide the natural stimulation that many extremely disabled students require, while at the same time freeing the teacher to orchestrate the student's active participation (Ferguson, Jeanchild, Todd, Willis, Young, Meyer, & Ralph, 1993). The Table of Contents of this module, together with a summary of the rules and hints presented in the module are included in Attachment 1. The written product is also complemented by a 15 minute video.

Strategy 5: The School Health Support Plan. Many extremely disabled students require substantial amounts of related service and health supports in order to participate in school. Too often, however, and especially in the absence of systematic curriculum and instructional strategies, these related and health supports can actually become the focus of a student's schooling experience. Thus, students spend large proportions of their days "having things done to them," usually in isolation, rather than being supported to actively participate in the general school community. *IES* includes a planning strategy for separating health supports from schooling content at both the IEP stage and schedule development stage. The format for this plan is included in Attachment 1. Of course, the process of reframing medical supports as supports instead of as the IEP goals and objectives must be supported by new goals and objectives that emphasize improving the frequency and quality of the student's abilities through active practice in natural activities and contexts.

Strategy 6: Ongoing Information Systems. Many teachers report a great deal of difficulty collecting useful data on the learning performance of students with dual sensory and other extreme multiple disabilities. Too often conventional data systems only tell the teacher what they already know: that the student cannot perform the behavior or tasks independently and that their level of performance is inconsistent over time (see, for example, Farlow & Snell, 1989). As recommended by Meyer and Janney (1989), teachers need new data collection strategies that are more user-friendly and reflective of the multiple outcomes sought by teachers.

IES includes a student-centered data collection system that generates information on (a) the approximate number of opportunities students have for practicing abilities across the day and week, (b) the quality with which they perform in different activities and settings at different times across the day and week, and (c) the events occurring both within the student and the broader environment that might be affecting behavior. Teachers use the resulting information by looking for patterns between the students' performance of targeted abilities, and the mood, quality, and contextual variables that might be affecting that performance. This multi-layered analysis allows teachers to make changes in (a) performance demands, (b) the student's schedule, (c) the environmental conditions, or (d) the people working with a student, all in order to maximize quality practice of targeted abilities. Examples of data sheets that have been developed and are currently being used are included in Attachment 1.

Component 2: Learning Membership

Despite any particular student's abilities and gifts, disabilities or limits, IES is grounded in the assumption that the purpose of schooling is to enable all students to actively participate in their communities so that others care enough about what happens to them to look for ways to incorporate them as members of that community. IES includes two strategies for assisting teachers and others in schools to (a) systematically assess and analyze the student's membership in a variety of school settings and contexts, and (b) seek ways to invest them with more personhood in those settings and contexts.

Strategy 1: The Student Membership Snapshot. This observational tool assists teachers to collect information about any student's membership in any school situation. The user first collects information on the broad context in terms of what students and adults are doing, how they are grouped, and the general patterns of activity over time. Then the tool directs the user to collect information on what the targeted student is doing, and with whom over the same period of time. The comparison of these data assist adults to evaluate whether or not the student's interactions and activities are fostering membership in the setting or not. The form and instructions for use are included in Attachment 1.

Strategy 2: Membership Making Activities. This brief document includes three heuristic activities for helping teachers think more divergently and creatively about how they might facilitate the membership of any student in a group of peers. The document is also included in Attachment 1.

Component 3: IES Working Committee

The challenges presented by students with deaf/blindness as well as other multiple and medical disabilities require a broad range of professional perspectives in order to maximize the likelihood that their complexity might be penetrated enough to design effective learning experiences that are image enhancing and foster active participation. Yet most schools, and even many districts, do not enjoy this range of professional perspectives among their employees. At the same time, it would be laborious and time inefficient for individual teachers to independently have to seek out these additional perspectives and expertise.

The *IES Working Committee* brought together a breadth of professional and practical perspectives, expanding the information and creative problem-solving available to the teacher and related service personnel directly involved with the students. Since all members of the *Working Committee* were not directly involved with each student, their collective problem solving could often be more divergent and creative since they were not constrained by either history or immediate context. Although the *Working Committee* was project-based for this demonstration effort, by the end of the period, project staff assisted in the development of locally-based *Working Committees* to function similarly once the grant ended. Like the project-based committee, these local committees meet once or twice a month. Liaisons are identified from each student's individual team to bring issues and questions to the *Committee* for brainstorming.

The *Including Exceptions System* was developed and used in Oregon, Idaho and Louisiana with a total of 17 students. This demonstration resulted in the revision and improvement of the *System* as described above. Students were involved in the project for varying lengths of time, some for a little as one year, others for three years. For all students, comprehensive case study data were collected. Analysis of these data are reported in the section on **Project Results and Findings.**

Case Study Approach

We chose a case study approach for several reasons. The first is simply that the challenges IES students presented required a maximally flexible and responsive research approach in order to best serve and inform the field (Patton, 1975). Above all, we wanted our research to be useful. A further reason for our approach is that the truly idiosyncratic nature of these students' impairments (Holvoet, 1989) made it impossible to rely upon traditional measurement procedures, and discouraged us from exclusive attempts to identify predictable cause and effect relationships which could then be generalized to identical situations. Instead, we sought ways to help teachers learn to recognize similarity but not identity (Eisner, 1990) as they struggled to use "fuzzy data" to improve schooling outcomes.

The use of the case study as a research tool is less a question of methodology than of use. The case study, or the in-depth examination of one person, setting, or example (Shulman, 1988) is a tool which avoids the prior commitment to any theoretical model (Van Maanen, Dabbs & Faulkner, 1982). The case study is also extremely flexible and versatile. Case studies can be used within a single research methodology as well as across multiple methodologies. Our use of the case study approach involved the collection of both qualitative and quantitative data within an overall interpretivist research approach. Our aim was to validate our understanding of "what happened" when teachers used the *IES System* through the systematic exploration of multiple perspectives, theories and data. We sought to not only achieve an improved educational experience for student participants, but to *explain*, as theoretically as possible, why outcomes for each student were achieved or not achieved. In this way, we hoped to create explanations and resources that others could use to think about their unique contexts and students, learning from the experiences of others through careful attention to the particular (Eisner, 1990).

Case Study Data Sources

A comprehensive set of case study data were collected for each student by the Project Liaisons. These Level 1 case studies involved data from a variety of sources and documents. In addition, a smaller number of students participated in Level 2 case studies that generated even more in-depth data. Table 1 summarizes case study questions and data sources by Level. Table 2 also provides additional description of Project generated data sources. Supporting data collection documents are included in Attachment 2.

Table 1: IES Case Study Questions and Data Sources

Research Questions	Sources
LEVEL 1	
Students: Do students' abilities change? Do physical integration improve? Does student learning and social membership improve? How? How does the students' participation change?	Student Demographic Guide Liaison Visit Guide Accomplishment Rating Form Student Information System Case Narratives
School Personnel/Parents: Do teachers independently use IES? What are the patterns of difficulties teachers face? How do different adults see their roles? Does curriculum and teaching change? How? How are health needs and educational programs integrated? How do teachers make decisions regarding these students? How do parents and teachers communicate? What do their communicate about? What are the roles of other adults in the students' educational program? How do other students and adults perceive the students?	Student Demographic Guide Liaison Visit Guide Accomplishment Rating Form Student Information System Case Narratives
IES Working Committee: What ideas and strategies are produced in Working Committee meetings? Who are the members of the Working Committee and what expertise do they bring? What processes does the Working Committee use to make decisions? How does the Working Committee assess it's functioning, its impact, and any need for change? Does the Committee make changes in how they are composed or operate?	Working Committee Log Meeting Minutes
LEVEL 2	
Students: Do students' abilities change? Do physical integration improve? Does student learning and social membership improve? How? How does the students' participation change?	Student Demographic Guide Liaison Visit Guide Accomplishment Rating Form Student Information Systems In-depth Interviews Observations Case Narratives
School Personnel/Parents: Do teachers independently use IES? What are the patterns of difficulties teachers face? How do different adults see their roles? Does curriculum and teaching change? How? How are health needs and educational programs integrated? How do teachers make decisions regarding these students? How do parents and teachers communicate? What do their communicate about? What are the roles of other adults in the students' educational program? How do other students and adults perceive the students?	Student Demographic Guide Liaison Visit Guide Accomplishment Rating Form Student Information Systems In-depth Interviews Observations Case Narratives

Table 2: Description of Data Sources

Accomplishment List. (Attachment 2) This list of 23 items is composed of statements that reflect hypothesized direct and indirect effects of IES upon an individual student and his/her learning environment. (see Table 4 and Attachment 3). Accomplishment lists were filled out quarterly for each student using data collected as part of the day to day IES activities. The resulting pattern of accomplishments met/not met were used to summarize the effectiveness of the system for students within and across quarters. Although unanchored in a strict psychometric sense, the accomplishment list appears to be sensitive in capturing patterns of change for students with complex programmatic requirements.

Accomplishment Rating Form (Attachment 2). This form provided a framework for organizing source materials from the IES internal documents in a way that facilitates their use in filling out the Accomplishment List. Each quarter, Liaisons rated each accomplishment based on data collected in other internal documents. If an accomplishment was clearly met, it received a score of "plus." If it clearly was not met, it received a score of "minus." If the information was missing, unclear, or ambiguous for any reason, the accomplishment was scored with a "0".

Liaison Visit Guide (Attachment 2). This tool probed the learning environment in conjunction with liaison visits, including specific questions designed to allow scoring of accomplishment list items. After each visit, the Liaison used notes made on the Visit Guide to complete a longer narrative or fieldnotes of the visit. These fieldnotes were later analyzed to generate annual case narratives for each student.

Student Demographic Guide (Attachment 2). This tool was used as a guide to gather information about curriculum, student support needs, school/classroom resources, school and student schedules, and community/school educational opportunities. Specific questions were designed to generate information about specific Accomplishments. These data also became integrated into annual case narratives for each student.

Working Committee Log (Attachment 2). This log recorded the work of the Working Committee. For each student, each liaison presented their case based on information being generated on other internal documents and as a consequence of their ongoing discussions with teachers and other educational support staff. The log also recorded recommendations that resulted from the Working Committee's discussion for each student case presented. Over time these recommendations were also systematically followed up as a standing agenda item for subsequent Working Committee meetings. Finally the Log also recorded other Working Committee discussion items and actions related to the Project, but that might not be specific to a participating student.

Case Narratives. Data from all the above sources were analyzed and summarized in annual case study narratives for each student. These narratives each followed the same outline that required description of major changes, major challenges, as well as the identification of metaphors that characterized the experience of the student and the teaching staff for that period.

IES Participants

Seventeen students participated in the IES Project during the three year period. Table 3 provides more specific information about each of these participants.

Table 3: IES Student/School Descriptions

Student	Demographics	Description
Peter*	Age: 12 Grade: 7 Placement: 7th School: Middle School Location: Rural Project Involvement: 6 Qtrs	This student is described as having profound mental retardation, is non-ambulatory, has significant vision impairments, and has a severe seizure disorder. Previous to the 1989-90 school year he had been bussed 45 miles away. During the 1989-90 and 1990-91 school years he spent all day in a self contained setting. During the 1991-92 school year he was placed with the 6th grade class. Coordination of Peter's program and communication about his support needs provided a challenge for the 6th grade team. His program was often fragmented. They were introduced to a "practicing abilities" logic midway through the year. The team as a result had Peter practice using his hands, orienting to voices, and keeping his head up in the context of class activities. During his 7th grade year he attended Science, Social Studies, Language Arts, and Integrated studies. He completed class projects, assisted the teachers with passing out and retrieving instructional materials, and worked in cooperative learning groups.
Jake	Age: 13 Grade: Ungraded Placement: Special Education School: Middle School Location: Urban Project Involvement: 3 Qtr	Jake, new to the project this year, nearly drowned five years ago, and as a result, has multiple disabilities. He is legally blind, is profoundly cognitively impaired, and often seems to be in pain. He cries very loudly at times, and it is difficult to comfort him. He does not like to be touched, but seems to tolerate positioning and physical therapy. He seldom smiles or shows any emotion, and it is hard to tell how much he is aware of in his environment. He does not like to hold or grasp items. He attends choir class, and seems to enjoy the music and the activity, and sometimes will turn his head in response to voices.
Thomas	Age: 6 Grade: K-1-2 Placement: K-1-2 School: Elementary Location: Rural Project Involvement: 3 Qtr.	This student, new to the project this year, is described as having profound mental retardation, a severe seizure disorder, is non-ambulatory, and is significantly vision impaired. An assistant is assigned to him to support his participation in class. Five specialists provide related services during the school week. He is able to look up and stay focused on a speaker, grab things, and occasionally move his wheelchair during transitions. Discussions began to start using a IES Working Committee approach to supporting the teacher to reduce the number of adults in the classroom and the amount of information the teacher had to incorporate in her instruction and curriculum.
Jimmy	Age: 9 Grade: 4 Placement: 4th School: Elementary Location: Urban Project Involvement: 6 Qtrs	This student is described as having severe and multiple disabilities. He has low muscle tone. He is considered functionally blind, is non-ambulatory, has little control over his arms and hands, and has difficulty keeping his head up. He is tube-fed outside of school. Jimmy was in a self contained special education room when he became involved with the project. He was transferred to a nursing home closer to his home halfway through the first year. He was placed in a 3rd grade classroom. He moved up with his peers and teacher from Grade three in September. As the class has become more experienced in extending membership and sharing learning, Jimmy has become a more active participant by raising his arm to indicate "yes", moving his head, and reaching for things on his tray.
Cate	Age: 15 Grade: Ungraded Placement: Special Education School: High School Location: Urban Project Involvement:: 4 Qtrs	This students records identify her as profoundly mentally retarded, legally blind, and as having Rhett's Syndrome. She experiences constant seizure activity, and her physical condition is gradually deteriorating. She is attended at home and school by a full time nurse. She is assigned to a special education class, and she has been in three schools in four years Her participation in classes outside of the special education class fluctuates, depending upon her special education teachers' perceptions of her. One of her middle school teachers enrolled her in general classes, the other one didn't. Her current teacher lets the nurses make decisions about her school participation.

BEST COPY AVAILABLE

Student	Demographics	Description
Amanda	Age: 16 Grade: Ungraded Placement: Special Education School: High School Location: Urban Project Involvement: 7 Qtrs	This student is described as profoundly mentally retarded, dual sensory impaired, and non-ambulatory. When Amanda first started with the project she was ability grouped during all of her activities in the special education classroom and she was often out sick mainly due to respiratory ailments. The health assistant was also responsible for attending to all of her educational and support needs. Over time the teacher found that she was out sick less often(acclimated to being in school with other kids). The teacher also found that it was easier to group her with more able students who would be able to support her. She has spent time in general education classes like choir, home economics, and pottery off and on over the past three years.
Nancy	Age: 14 Grade: Ungraded Placement: Special Education School: High School Location: Urban Project Involvement: 7 Qtrs	This student is described as having profound mental retardation and dual sensory impairment. She spent the majority of her day in groups with students who had the same abilities in the special education classroom. Over the past three years her involvement in heterogeneous groups has increased to five. She has had a job in the cafeteria, spent time in pottery, and industrial arts, and goes with the special education class on field trips. Students and Adults find her pleasant to be with but concede that they are not sure why she is in school.
Slim	Age: 21 Grade: Ungraded Placement: Special Education School: High School Location: Urban Project Involvement: 8 Qtrs	Although it is not always apparent, Slim experiences constant seizure activity and is taking three different medications to control the seizures. He sleeps for long and unpredictable periods of time, is very susceptible to respiratory infections and pneumonia. He is labeled profoundly mentally retarded and attends a special education class. He walks unsteadily, but usually uses a wheelchair, pushed by peers or adults. Slim attended a weight training class, but often slept when he was there. He misses a lot of school because of illness. He has been in three schools in three years, and recently moved to a new group home . Slim's life is characterized by instability. No one has time to get to know him well.
Sissy	Age: Ungraded Placement: Special Education School: Elementary Location: Urban Project Involvement: 3 Qtrs	This student is described as a student with severe mental retardation and dual sensory impairments. Sissy's teacher is a seasoned teacher who admitted that she had never worked with a student who was so complicated. She attended school for a half a day. As the teacher became more familiar with Sissy, she began allowing her to spend time with peer tutors and in the 4th grade.
KS	Age: 15 Grade: Ungraded Placement: Special Education School: Middle School Location Urban Project Involvement: 4 Qtrs	KS has been labeled profoundly mentally retarded. She is legally blind, has cerebral palsy which has limited her physically, and experiences frequent seizures. She likes to be around people, and smiles often in response to voices, and certain words that she seems to understand. She has limited movement of her limbs, but will hold objects when they are placed in her hands. She lives in a group home, and comes to school six hours a day. She lived previously in an institution and did not attend school. This year she is attending a Jazzercize class with two other students from her special education class, and goes to lunch with her class. She also participates in a general PE class.
Abbey	Age: 9 Grade: Ungraded Placement: Special Education School: Elementary location: Urban Project Involvement: 3 Qtrs	Abbey who is six years old is described as having spastic cerebral palsy with severe cognitive disabilities. She is nonabulatory, cannot bear weight and has orthopedic splints on her heels. She turns to visual events but not to auditory stimuli. She can reach and hold onto objects. The teacher in her classroom was on a one year assignment making it difficult for her to make any dramatic programmatic changes. She is tube fed at home at certain times of the day. As a result she attended school three hours a day.
Kim	Age: 12 Grade: Ungraded Placement: Special Education School: Middle School Location: Rural Project Involvement: 3 Qtrs	Student is described as being multiply handicapped and having Cerebral Palsy. Kim's teacher described Kim's partial participation and support in activities as taking away from more able students' opportunities to learn. She has reservations about even having her in her class. Kim was placed in a homeroom midway through the year. Her HR teacher described her as verbal, aware, attentive, and alert. She has requested to have her in class next year because she feels she will be able to involve Kim more now that she knows her.

Student	Demographics	Description
Brad	Age: 15 Grade: Ungraded Placement: Special Education School: High School Location: Rural Project Involvement: 3 Qtrs	Student is described as multihandicapped and as having Cerebral Palsy. Brad's teacher initially expressed feelings that students deserve to be at the Hish School and need to do worthwhile things but was unsure about what they can do. As the year progressed she began to express more confidence in being able to take care of Brad's physical and health maintenance routines as well as understanding how his physical characteristics affect his learning.
Megan	Age: 7 Grade: Ungraded Placement: Special Education School: Elementary Location: Rural Project Involvement: 3 Qtrs	Student is described as multihandicapped. Initially, Megan's curriculum was built by strictly translating IEP objectives onto a task sheet and building a schedule from that. She began attending a 2nd grade class midway through the year from 1:30-2:45. She participated in social living, art, music, and/or PE activities. she practiced making choices, showing awareness of others, indicating pleasure in activities, and holding objects in her hands.
Heather	Age: 9 Grade: Ungraded Placement: Special Education School: Elementary Location: Urban Project Involvement: 3 Qtrs	This student is described as having Multiple handicaps and Cerebral Palsy. She is also legally blind. Heather started off the year with receiving community based training once a week, music once a week with the 4th grade class, and went to assemblies with the 4th grade once a month. the teacher was having difficulty connecting these experiences into a cohesive program for Heather. As the year progressed she began identifying abilities she could practice throughout his schedule. Data was collected connecting a "practicing abilities" logic with her activities.
Brian	Age: 9 Grade: Ungraded Placement: Special Education School: Elementary Location: Urban Project Involvement: 3 Qtrs	This student is described as having multiple handicaps and Cerebral palsy. Brian is extremely aware and interested in his environment and peer activities. Brian seemed bored and uninterested in his programs. Data illustrated that this behavior was more prevalent in quiet places. Efforts were made to increase his presence in general education classrooms where there was more happening.
Karen	Age: 19 Grade: Ungraded Placement: Special Education School: High School Location: Urban Project Involvement: 4 Qtrs	Student is described as being severely mentally retarded and as having Rhetts Syndrome. the classroom she was assigned to had a large number of students with significant cognitive and health impairments. The teachers focus was mainly maintaining the health supports for each of the students.

* All names are pseudonyms

Overall, some improvement was accomplished in the educational experiences of each participating student. However, the types and amount of change varied according to the student's placement. Both quantitative and qualitative case study data revealed that it was most difficult to effect change in educational experiences for students in intermediate school district self-contained classrooms. Even though some changes occurred, the overall accomplishments seemed to be more limited by the setting and the assumptions that the setting seemed to encourage than by the student's particular constellation of disabilities. This conclusion was further supported by the different patterns of accomplishments of students placed in school district self-contained classrooms, and especially those placed primarily in general education classrooms. Even though students in each of these settings were similarly challenging, the structure, operations and assumptions of each setting constrained or facilitated what the Project accomplished. This section briefly summarizes these differences.

For each quarter students were involved in the Project, staff collected a wide variety of case study information. Once each quarter these data were examined and used to prepare an Accomplishment Summary. Every three quarters these Accomplishments Summaries were expanded by individual case narratives that captured each student's experiences, accomplishments and ongoing challenges. This section first reports the Accomplishment Summary information for all participating students. Then we report an analysis of all 17 case study narratives in five composite vignettes.

Accomplishment Summary Data

Students were involved in the project for varying lengths of time, from 2 to 5 quarters. Student data were summarized both individually and according to their placement in one of three classroom contexts (general education, school district self-contained special education and intermediate school district self-contained classroom). There were three students in general education classes for a total of 13 quarters of data, seven students in school district classrooms for a total of 24 quarters of data, and seven students in Education Service District (ESD) classrooms for a total of 23 quarters of data. Table 4 presents the total number of quarters each student was involved in the project, and the number of quarters for which they received a positive rating on each accomplishment.

Table 4: Accomplishment Summary

Accomplishments	MK 3 qtrs	Karen 4 qtrs	Peter 3 qtrs	Kim 3 qtrs	Sissy 3 qtrs	Nancy 5 qtrs	Megan 3 qtrs	KS 2 qtrs
Students won't be excluded from school.	3	4	3	3	3	5	3	2
Students will attend general school during the same hours as same age peers.	3	4	0	0	0	0	0	0
The assistant working with the student will also interact with other students in a teacher role.	2	2	2	2	3	3	3	2
Teachers will identify student's abilities and opportunities to practice those abilities in the context of typical school/community activities.	1	1	2	1	2	0	0	0

Table 4: Accomplishment Summary

Accomplishments	MK 3 qtrs	Karen 4 qtrs	Peter 3 qtrs	Kim 3 qtrs	Sissy 3 qtrs	Nancy 5 qtrs	Megan 3 qtrs	KS 2 qtrs
Teachers will make or request change in information systems to get information on student's abilities and opportunities to practice, and relationships between patterns of practice, mood and other contextual events.	2	0	1	2	1	0	0	0
Teachers will use the information sheets two times a month to make decisions/changes (e.g., changes other than those on actual information systems).	2	0	0	1	1	0	0	0
Teachers maintain schedules for students that include a range of school/community activities with a variety of people.	2	1	3	3	2	5	3	2
Teachers will teach heterogeneous groups of learners.	2	0	3	1	3	5	0	2
Students will be active participants in heterogeneous groups of other learners.	1	0	0	0	3	1	0	0
Teachers will write Activity Based IEP's in collaboration with other team members	3	1	1	3	0	0	3	1
Teachers will use IES strategies with non-project students.	0	3	0	0	1	0	0	0
Health outcomes are embedded in educational schedule.	3	0	3	3	0	2	0	2
Student's health care needs will be taken care of in privacy, and in places in school/ community where other students' health and/or physical needs are taken care of.	3	3	0	0	0	1	0	1
Teacher/staff will report feeling increasingly satisfied with individual student outcomes.	2	1	3	0	3	4	1	1
Families will report satisfaction with their child's goals and their involvement with the school.	2	1	1	0	3	1	0	0
Topics and contents between teacher and family interactions will expand beyond health/safety to program and social activities.	2	1	2	3	1	1	3	0
Student's physical condition and health will be maintained (muscle strength and endurance, joint flexibility, range of motion, etc.) as appropriate to his/her impairment.	2	2	2	2	3	2	1	1
Other students and adults in the school environment will express positive changes in attitude (breadth and depth).	0	2	3	0	3	3	2	0
There will be an increase in interaction.	1	3	3	0	3	0	1	0
There will be an increase in integration.	2	1	3	0	1	1	1	0
Student will experience less inactive "downtime" in school.	2	0	0	0	2	0	2	0

Table 4: Accomplishment Summary

Accomplishments	MK 3 qtrs	Karen 4 qtrs	Peter 3 qtrs	Kim 3 qtrs	Sissy 3 qtrs	Nancy 5 qtrs	Megan 3 qtrs	KS 2 qtrs
Student's abilities will improve so that they initiate and contribute to movements more frequently and for greater duration, as appropriate to their impairment.	2	2	1	2	0	0	1	0
Teachers will report more satisfaction with, access to and use of resources available from related service/resource people.	1	3	2	0	3	1	1	1

Overall, eight of the 23 accomplishments received more than 50% (+) when scores for those accomplishments were summarized across all three contexts. (See Figure 1). Four accomplishments (1,3,7,8) scored 50% (+) across all three settings, and four accomplishments (12,14,17,18) received more than 50% (+) across 2 of the contexts. (See Figure 2). Two of the accomplishments (6,11) received more than 50% (-) across the three contexts and two accomplishments (6,20) scored more than 50% (-) across two contexts. (See Figure 3).

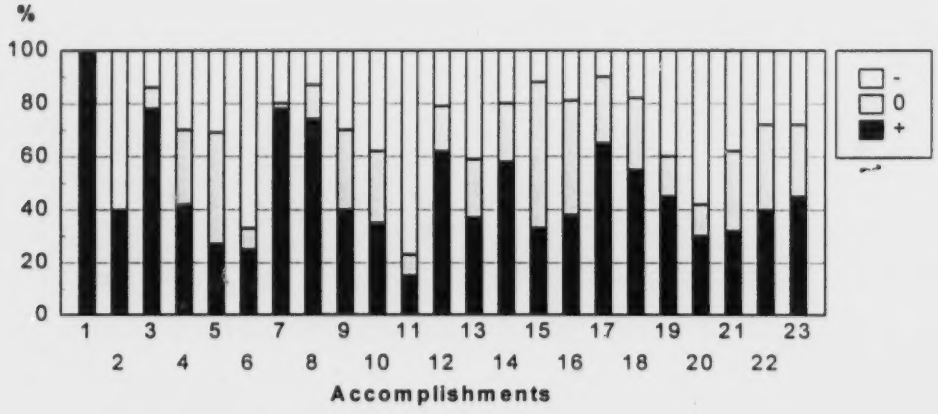


Figure 1: Accomplishment Summary
Totals across all contexts(Gen/ESD/SD)

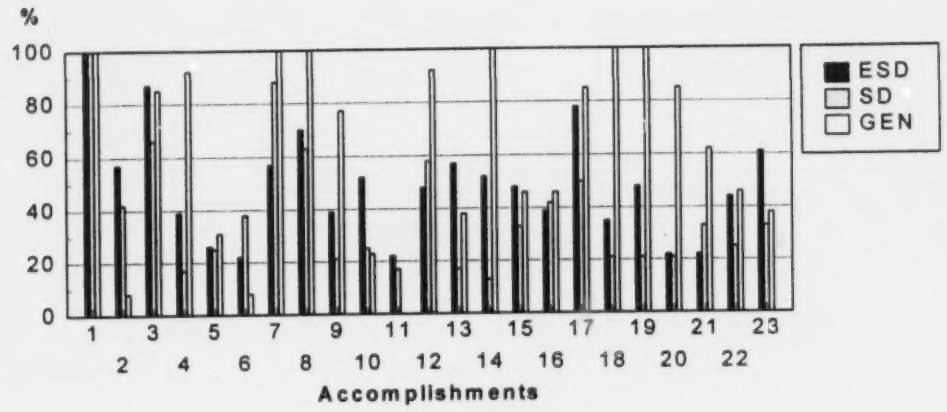


Figure 2: Accomplishment Summary of Positive Ratings Across Contexts (ESD/SD/GEN)

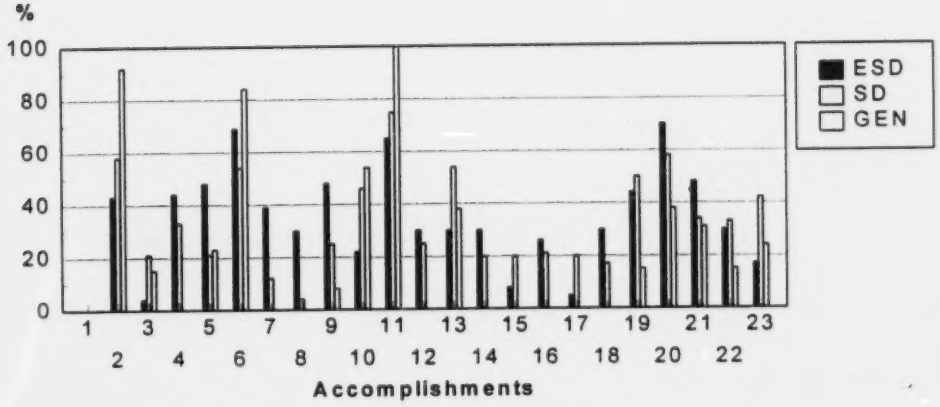


Figure 3: Accomplishment Summary of Negative Ratings Across Contexts (ESD/SD/GEN)

On 15 of the 23 accomplishment measures, there were more accomplishments met by the students in the general education classrooms than in either the school district or ESD classrooms. The number of accomplishments which scored over 50% + in each context were: 13 in the general education classrooms, 10 in the ESD classrooms, and 6 in the school district classrooms. Students in the general education classrooms also received fewer minus scores than students in the other two contexts. Four accomplishments (2,6,10,11) received more than 50% - in general education classes, five (5,6,11,20,21) in ESD classes, and six (2,6,11,13,19,20) in school district classes (See Figure 3).

Student Outcomes

For 12 of the 17 students, data across the 23 accomplishments showed an increase in accomplishments met from the first term they were involved in the project to the last. Increases ranged from 1-8 accomplishments. For three students, the number of accomplishments achieved decreased during their participation in a range of from 1-5 accomplishments. This decrease does not necessarily mean that a previously met accomplishment was later not met, implying some reversal, or lost ground. Liaisons rated each accomplishment quarterly by examining data from liaisons logs, student information systems, and other case study sources. If an accomplishment was clearly met, it received a score of "plus." If an accomplishment was clearly not met, it received a score of "minus." However, information was lacking, unclear, or ambiguous, a score of "0" was entered. In this situation, a positive rating might become an "0" rather than a minus resulting in an overall decrease in accomplishments met. Yet the reason that information was missing or ambiguous might be because the student was absent for much of the period, because of some new issue not yet adequately resolved, or for any number of other reasons. In other situations, the rating of "0" or even a "minus" might occur if change did not continue in the desired direction. For example, each of the 3 students whose ratings showed a decrease over time showed early gains in the categories of increased interaction and increased inclusion, but over time, these two accomplishments were negatively rated, not because the students experienced *less* interaction and inclusion, but simply because the amount of interaction and inclusion did not continue to increase.

For three students, the number of accomplishments achieved remained the same from beginning to end. For all students, there were fluctuations across terms during the course of the project, and initial and final accomplishment summary scores do not reflect higher and lower scores which might have occurred in between. Twelve students' data reflected an immediate rise in positive ratings in the first rating period they were involved in the project. Of these twelve, eight students' ratings show a subsequent fall in ratings, creating an interesting "bubble effect". (See Figure 4).

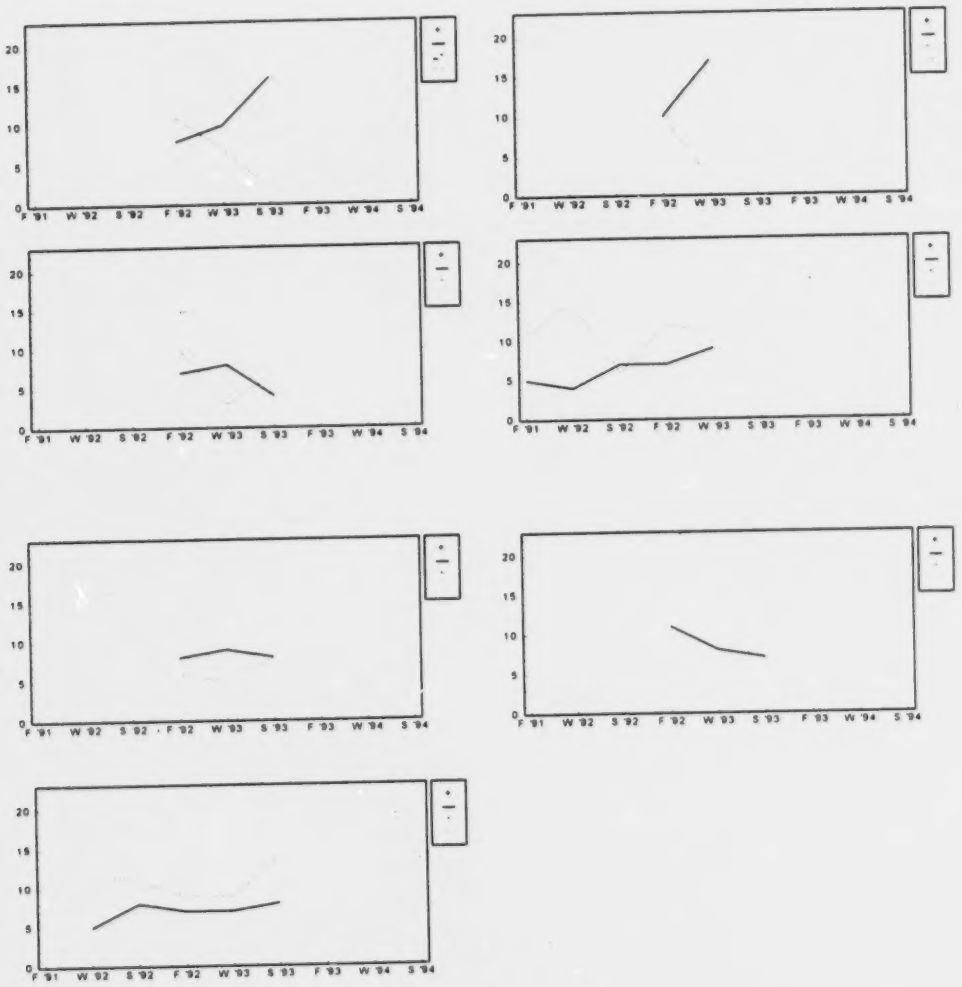


Figure 4: Accomplishment Summary for 7 students in School District Classrooms

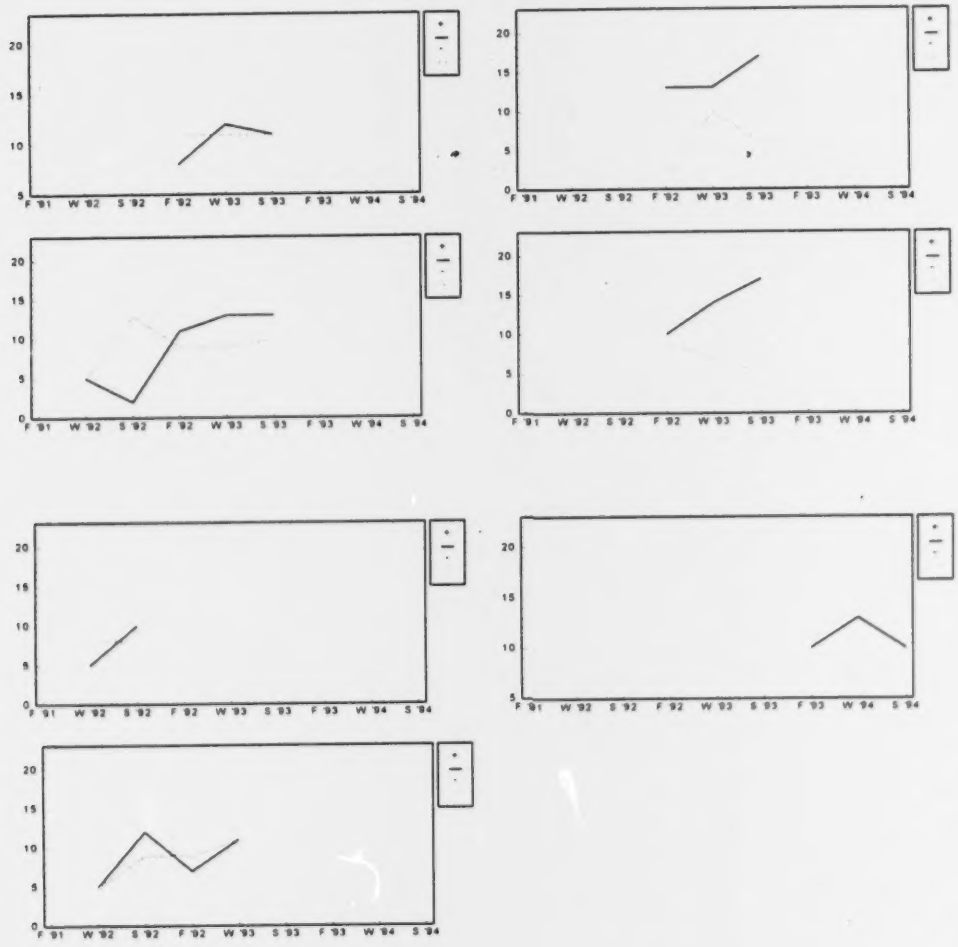


Figure 4: Accomplishment Summary for 7 students in ESD classrooms (continued)

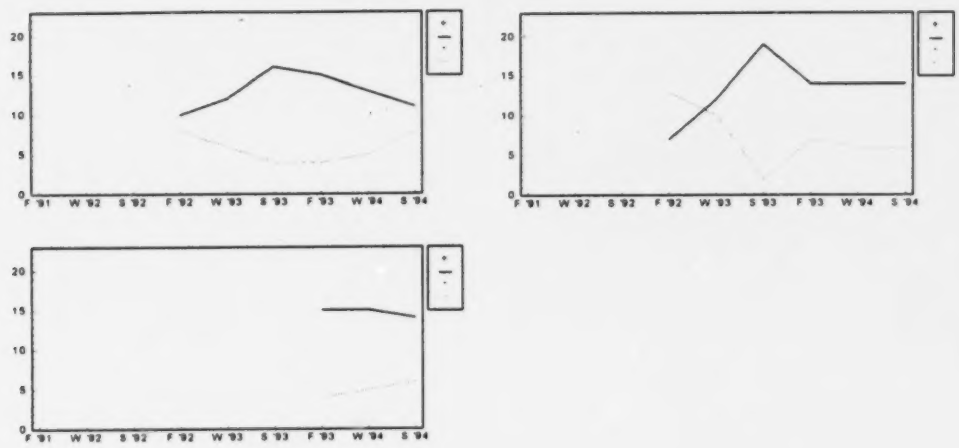


Figure 4: Accomplishment Summary for 3 Students in General Education Settings (continued)

We think that these data show that the Project had an initial strong and immediate effect on student outcomes, but that, for several reasons, the impact did not always continue at the same intensity across time. When teachers first became involved, they made changes that were easier and also received a lot of support from project staff. Additional changes were often thwarted by larger systemic issues that were more difficult for teachers to change. When project staff spent less time supporting teachers in certain areas, such as data collection and analysis, the teachers had more difficulty finding the time to do the task alone.

Accomplishments Met

The average increase in accomplishments met for the three students in general education classrooms was three accomplishments per student. In school district classrooms, the average increase for the seven students was four and for the seven students in ESD classrooms, increases averaged five per student. We believe that this reflects, in part, where students started at the beginning of the project. Students in general education classrooms began with more accomplishments already achieved than students in other classrooms with whom we were able to make more changes. We also worked fewer quarters with the students in general education settings, and there was simply less time to make changes. Nevertheless, accomplishment data showed that students in general education classrooms practiced abilities more in more typical activities, received instruction in heterogeneous groups more often, experienced an increase both in interactions with typical peers and in inclusion in general programs, that their abilities improved more and they initiated more, and that their physical condition and health was well maintained. Students were much more likely to be learning members in general education classrooms than in self-contained classrooms.

The only accomplishment which scored higher in ESD classrooms than in general education and school district classrooms was that teachers wrote activity-based IEPs more often. This makes sense, in that it is typically the teachers in self-contained classrooms, or special education consultants who write student IEPs, often even for students in general education classes. Project efforts did help improve the quality of these IEPs. The fact that general education teachers do not typically have sole responsibility for writing IEPs is the likely reason for less accomplishment in these contexts.

Accomplishments Not Met

Although we believe strongly that students' experiences in the general education classrooms were qualitatively better, and that there were fewer negative scores in this context, what remained to be changed was more systemic (like who writes IEPs and the hours students attend school) and therefore more difficult to change. Often what was left to change was a school's or district's approach to issues. Not surprisingly, in school district and ESD self-contained classrooms, low scores indicated students were not experiencing either great increases in inclusion or interactions with typical peers, and in ESD classrooms, students still experienced more "downtime" than in other settings.

Teacher and School Outcomes

Accomplishments Met

Four accomplishment statements (1,3,7,8) which scored greater than 50% (+) across all three settings reflected improvement in teacher and school outcome measures. Specifically, educational assistants who worked with project students also worked with other students in the classroom, becoming supports to the classroom and the teacher rather than "velcro" people attached to the project student, thereby creating a barrier. Also, in all three settings, teachers designed schedules that included a wider range of school and community activities with others, and also taught more heterogeneous groups of students, in which the project students were included. Accomplishment statements receiving greater than 50%(+) across two settings (12,14,17,18) showed that teachers were generally more satisfied with student outcomes, and that teachers expressed positive changes in attitude in other adults in the school. Additionally, in the general education settings, teachers included project students in more activity based instruction where they had more opportunities to practice their abilities. In ESD classrooms, teachers wrote more activity based IEPs and reported more satisfaction with their use of resources from related service people. (See Figure 2)

Accomplishment Statements Not Met

Two accomplishment statements (6,11) rated more than 50% (-)across all three settings. Teachers did not use the information systems that project staff helped them create to make decisions about curriculum or teaching as consistently as expected. In most cases, teachers liked the information systems, and they, or their staff, used them faithfully to collect information about student progress. They found the information useful, but only if project staff assisted them to summarize and analyze the data . The most frequent comment was that they didn't have enough time to do it themselves. Teachers also did not seem to use IES strategies with other non-project students, but in most cases, this was not a reflection of a lack of generalization, but rather that there were no other students in the class to whom the specific IES strategies applied. (See Figure 3) In some ways, this reflects a more appropriate heterogeneity than we had anticipated in teachers' classrooms. All too often, very challenging students are grouped together and we had anticipated only working with one or two such student in any one classroom. As it turned out, even self-contained classrooms typically had only one very multiply

disabled, dual sensory impaired student, although there were frequently students that presented other kinds of quite difficult challenges.

Interim Case Study Narrative Themes and Findings

Although the accomplishment ratings provided a relatively straightforward and concrete picture of Project results, there was much more in-depth information available from the case study narrative generated annually. These summary documents included all the fieldnote, and interview data collected as well as the quarterly accomplishment ratings. For the Level 2 case studies, data also included in-depth interviews with teachers, family members, and other school personnel.

The purpose of these case study narratives was not just to provide more detail than that obtained from the accomplishment summaries, but to provide an *explanation* of those data. Why were some accomplishments met and others not met? What was the pattern, if any, of what was being accomplished in different settings? When things were difficult to accomplish, what strategies seemed to help or not help? By asking these broader, more open-ended, and interpretive questions, we learned a lot more about inclusive education, and the need for systemic change. It also helped us realize just how and why improving the educational experiences of students with very severe dual sensory, multiple, and medical disabilities has a lot less to do with their specific disabilities and a lot more to do with the assumptions and practices associated with where they are placed for schooling.

This section briefly presents some of these larger findings first by summarizing five overriding metaphors for how the interim case study narratives depicted students' experiences of school, then by describing the two large classes of barriers we identified as contributing to these experiences. A more complete account is available in Ferguson, Willis, & Meyer (in press).

Students' Experiences of Schooling

An Orchid Among the Dandelions. As an exotic orchid stands out among dandelions, so does fifteen year old Cate stand out among her middle school classmates. It is not her stylish outfits, or her large deep brown eyes, that proclaim her rarity. Neither is it her love of loud music, shopping, or being at the center of classmates' activities. In these ways she is a typical adolescent. Nor is it the fact that Cate uses a wheelchair, relies on others to speak for her, to interpret the look in her eyes and her tiny subtle movements. It is not even that she needs help eating, has seizures that need to be counted, and takes medications throughout the day. It is instead how her district, teachers and other people in school define her.

Cate is one of 10 students in a "special skills classroom". She and her classmates don't know what grade they are in though they are the same ages as all the grades in the middle school. Their teacher is not a district teacher, but one provided by a county agency which contracts with the district to provide special services for students with severe disabilities. The students in Cate's class come from all over the area, standing out as a band of "outsiders" in this school. As a group, they are the dandelions in the school flower garden, except for Cate. She is separately tended by the nurses, hired by her mother, who accompany her to school. From the privacy of the home economics room, the nurses keep a constant eye: watching her respirations, skin color, temperature, and nutrient intake; administering medications; caring for her hygiene; changing her position; wiping her mouth. Like an exotic orchid, she is braced so that she grows straight. A nurse is never far from her side, creating a mythology about her fragility, tending to her as a gardener with a hot house flower, creating a barrier for both students and staff.

This year Cate ventured out of the hot house a few times to band and art classes. In art the nurse sat at the back of the class, letting the seventh grade students support Cate to paint a Christmas mural, draw a landscape, and make a ceramic plate. These other students began to see Cate inside the cellophane of protection the nurses had helped to create. Polly Michaels, Cate's teacher, admits that the presence of the nurses provides great relief: she lets them take the lead. The nurses are the master gardeners for this rare species of flower, the ones with the special knowledge that keep her alive and well. They seem to possess a magic that others cannot share. Polly Michaels, bound by rules established outside her teacher-domain, and busy elsewhere, doesn't actively challenge them.

She's Everyone's Barbie Doll. "The hot house flower" is one metaphor for how school people come to see students with multiple disabilities, but there are many more. Sometimes, students like Nancy become *everyone's Barbie Doll.* Nancy is dressed in pretty coordinated clothes. She's quiet and pleasing to be around, cute, with pretty hair. Her days are filled with *going along* with the crowd: to PE, field trips, the dance, the wave pool, art class. She's "plugged in" to groups where she seems to fit. Other kids in her high school get to know her through the peer tutoring program, choir class, and woodworking class. Some of her classmates are aloof: "No one wants to hang out with someone who doesn't do anything!" But many other classmates take her along everywhere they go, help her to do whatever they are doing, and think of her as someone who is interesting to have around. Interesting, but not really someone who has a role, an opinion, a social place, or the same reason for being in school.

The Pickup Game. Peter's experiences in school are more like being *in a pickup game.* In a pickup game of basketball at the local park or court, generally the players do not know each other. Everyone just shows up to play and after awhile you get to know not so much the people as their ball-playing talents: That one's a good outside jumper. She can really "jam" a basketball. He's an awesome ball handler. No one plays like a team and everyone has a different idea about how to get the ball into the hoop. Lots of good things can happen in a pickup game, like in Peter's life at his rural middle school. Peter is doing more things in more places in school with more people than last year, if you look across his whole experience. Day to day however, he is "passed off " from one teacher or specialist to the next who execute their own plays, each having a different idea about what he should be doing in the game of school. No one knows very much about the others' plans, and they almost never coordinate the play, but Peter has a bunch of teachers and specialists working hard doing what they each know best, making the best moves they can. Peter ends up experiencing all kinds of things he has never encountered before with all kinds of classmates who come to see him as a real player.

The Perpetual Tourist. Slim is one of Tammy Crenshaw's students. A quiet young man with unruly light brown hair, dark brown eyes and an unhurried air, this is his first year at Western High. He attended special class at Eastern High last year, but his parents were not happy with the program and requested that he be moved to Western High. Few of the students at Western know Slim. Not only is he new to the school, but he does little to call attention to himself, and because many of the general education classes are not considered appropriate for him, he spends a lot of time in Room 28. Sometimes he attends a weight training class. He has a school job recycling paper and another picking up and delivering messages from the office. Twice a week he goes to the grocery store nearby to return pop cans or make small purchases. Most of his activities, however, do not involve students outside Room 28.

Slim is also older than most of the students at Western High. He does not have a group of friends, and never meets students who participate in sports or attend after school activities. It's not that he wouldn't enjoy being more a part of the school community. It just never occurs to anyone to include him. Tammy Crenshaw and her staff do what they can to increase his visibility and membership, as well as that of the other students in Room 28, but sometimes they grow tired of what they feel is a losing

battle. There are few in the school who understand their efforts and most folks question the rationale for including Slim and "other kids like him." When Slim walks down the hall, he is generally ignored by the students and faculty except for the custodian who, now and then, pats him on the back and slips him a piece of candy.

Ms. Crenshaw knows that Slim's participation in the life and classes of Western takes time for thought and planning. Planning that is all too easy to let slide given all the other students, all equally challenging, for whom she is responsible. In past years, in other schools, Slim spent a lot of time sitting in a chair with no teaching and little interaction from either adults or students, probably because he simply tolerated the inattention, quietly.

Unpredictable arrivals and departures are characteristic of Slim's life. During the past two years he has attended two different high schools and this spring, because of a medical complication, he moved from the group home where he had been living to a new group home in a different town. So he is about to move to yet another high school in a different school district: his third in three years. Of course, it's easy to make these sudden and unsettling changes for Slim. He doesn't protest and, in the short run, any move can seem like its in Slim's best interest. Rarely does the conversation consider changing the current situation; moving always appeals more. Because of his frequent moves, people never get to know Slim very well. Everyone changes with each move—at school, at home, in the community. No matter where his travels take him, he seems a foreigner in a culture that never really understands him. There's never time taken to learn from the lessons his visits offer, to try to accommodate him by sharing the culture, or to assimilate him by starting new traditions that incorporate him.

John as a Learning Member of Science Class Membership in any group is a complicated social phenomenon. Any of us only becomes a member of a group when that group creates a shared definition that includes us—as in the following description of John's experiences learning to make waves in Science class. John is not just physically present in Science class, but has both valued social and learning roles defined and facilitated by his classmates and teacher. The group has created membership for John as a friend and as a learner. This scene illustrates these various roles.

> John's friend Joe is pushing him in to the classroom along with the rest of the class as they all return from the library. There is some confusion about what is going to happen next. There are three wave tanks along the window. Some kids walk over to look at the wave tanks, other kids are talking with each other, some doodle in their notebooks, or just sit quietly at their desks. Jeffry tries to get John to grab and throw a ball. I found out later that Jeffry had been practicing this with John in preparation for next week's 6th grade field days.
>
> Ms. Green asks the class to settle down and sit at their seats, but nothing happens until she repeats the direction for the third time. Joe pushes John next to his desk and sits down while Ms. Green begins to introduce the oceanography lesson. She explains that there will be two activities. Half the class will work individually drawing underwater animals that will later make up a mural in the hallway. The other half of the class will form groups of four and answer questions about the movement of waves and currents in the wave tank. Throughout this explanation, John's head rests on his tray. Leah shook him several times to get him to pay attention and I hear her tell Joe, "I guess he doesn't like science."
>
> Ms. Green points to the left side of the class and tells students to start drawing sea creatures. Students begin moving around in search of large pieces of paper, and markers, and pencils. She pointed to the right side of the class where John is seated and tells them to gather around the wave tanks. Joe shakes John and says, "It is time to work now, we're going to the wave tanks." Ms.

Green gives each wave tank group a worksheet. One student in the group takes responsibility for moving the water with a block of wood, another for writing down what happens as prompted by the questions on the worksheet. Still another student moves the jetty in the water to different locations, while the fourth student keeps time and serves as the group "encourager." The first couple of minutes in each group involves the parceling out of these different roles and tasks.

In John's group, Joe says he'd like to move the jetty. Paul offers to be the scribe and Jennifer asks to move the piece of wood. Paul counters that maybe John can move the wood and a little debate results until Jennifer agrees to be time keeper. After a moment or two of thought, Jennifer suggests, "I'll help John make the waves." John raises his head.

Joe moves the jetty on a small sand bar in the wave tank while Paul reads the first question: "Describe what the sand does under the jetty after the waves hit it a few times." Jennifer helps John grab onto piece of wood and helps him move his arm in slow, sweeping movements. "The sand is coming out from under the jetty," Paul exclaims. John looks at Paul and smiles.

These five kinds of experiences begin to capture the *real* challenges these students pose for school personnel. John is not somehow "less" disabled than Cate, Slim, Peter or Nancy. Still their experiences seemed to us less complete or satisfying in some ways. Even though there were good things about their schooling and learning, there still seemed to be something missing. In exploring the data for explanation, we identified two large categories of barriers that we found particularly resistant to change: perspective barriers and context barriers

Perspective Barriers

"He doesn't *do* anything." "Her brain is full. She has reached her learning potential. I cannot teach her any more." " They are too fragile to try much with them." "They don't really learn." "They will likely never have a future that is able to contribute anything." These are all sentiments we have heard from teachers. Indeed, taken together they represent a prevailing perspective which influences how school "works" for these most complicated students. Even when teachers try to be innovative and creative, the challenges can be so great that the various assumptions of this prevailing perspective dominate, sometimes in interesting ways.

This prevailing perspective, held by professionals in education at all levels, includes popular ideas about the nature of teaching and learning (e.g., the addition of new skills), ideas about students' ability and competence, and the values we hold about human diversity. What we found is that most people still think about these students as having no skills or abilities, that they are unable to learn, that they will never contribute to society, that they are scary because they are sick and dying, that they use too many of the scarce resources available for too little gain. Often, the student was viewed *as their disability*, and not as an individual.

This perspective largely determined the student's placement Despite efforts to include more and more students with disabilities in the rhythms and activities of general education, students with extreme multiple disabilities are assigned more frequently to separate schools or, at best, self-contained classrooms in public school buildings. We think this pattern of separation continues for some of these students because they are less likely to make demands, sitting quietly and passively wherever placed. In the busy, sometimes even chaotic, school environment, quiet passive students risk being ignored, even forgotten, especially by teachers who struggle to manage the demands of other, less passive students.

In sum, students with very severe multiple and medical disabilities tend to pose not just personal, but resource, time, and logistical challenges that are hard for schools, and teachers, to meet. As a consequence, both teachers and students suffer. Fifteen of the seventeen students involved in our project were in these classes. During the first year, we were able to help one student's family return him to his home community where he has since attended school in a general education classroom.

Context Barriers

When situations seemed "difficult" or accomplishment ratings were not changing or even slipping, we began to look for other explanations besides the prevailing perspective or the student's unique needs. We realized in a number of situations that it was not only the student we focused on that was experiencing a difficult time. Sometimes the very structure and assumptions for everyone in the classroom created a barrier to the learning accomplishment of all its members. We identified three such situations: The "summer camp" classroom, the "problem kid" classroom and the "drowning" teacher.

The "Summer Camp" Classroom. These classrooms were typically very active, with lots of activities in which students participated, both in and out of the classroom and in the community. Everybody followed a busy schedule with every minute filled with something to do. But as we watched, we realized that *learning* was less the point of all this activity than the activities themselves. Learning objectives might not even be identified and student performance information was rarely gathered. The "point" of the summer camp classroom seemed to be to stay busy and have a good day. Typically all this activity involved only special education students. While some might attend music, art, PE, the lunchroom, or other special school events, these forays into the larger school community seemed only another activity on the agenda — something different, but not particularly related to ongoing learning and growth.

The "Problem Kid" Classroom. While we were pleased that most of the teachers of self-contained classrooms only had one or at most two students with very extreme multiple, medical, and sensory disabilities, we found that they also often had a disproportionate number of other kinds of challenging students and some were not as "quiet." Indeed, some of these other students had very challenging, and hard to ignore, behaviors that all too often dominated and controlled the life of the classroom. Teacher who are "good" with challenging students, or at least willing to work with them , tend to get them. Their classrooms become disproportionately populated with "exceptions." Unfortunately, some of these students, especially those with very challenging behavior, end up demanding most of the teacher's attention, leaving the student who is just as challenging, but more quiet and passive to languish while other's are attended to first.

"Drowning" Teachers. Students with very severe multiple disabilities typically find themselves in self-contained classroom situations with teachers who are not able to invest the time or attention in their programs that they might wish. Sometimes this teacher limitation is only an unfortunate reality of having too many needy students for anyone to support. Other times it is more a limitation of teacher ability, creativity, and energy. The teacher may be new or may have *too many* resource people or other adults to try to coordinate and work with. In one classroom we visited, 15 different adults (educational assistants, consultants, psychologists, therapists of various sorts, and university researchers) regularly came and went, driving the teacher to distraction. It doesn't take very long for some teachers to begin feeling so overwhelmed by all the "extra" tasks and conversations that they either stop allowing other "support" staff access to their room, or they simply try to agree with

everyone so they leave as quickly as possible. Regardless, the situation tends to neither serve teachers or their students well.

In Sum

It is an unfortunate perception when students with multiple disabilities are seen as: (a) requiring mostly care, not education or teaching; (b) needing to be "stimulated" to respond so that maybe learning can occur sometime in the future; and (c) their ***disability*** rather than as a young woman, a child, a boy or a man. These perceptions are rooted in a long and checkered cultural history of perceptions and assumptions about people with dramatic differences, as well as a substantial professional history of treatment and practice. Nevertheless, more often than not Slim, Nancy, Peter, Cate, and many, many others experience school on the fringe: barely tolerated and barely understood except by a tiny minority that rarely succeed in making their interpretations dominant. John's experience is much less frequent.

PROJECT MANAGEMENT AND IMPACT

The IES Project was operated through six objectives. Four of these involved the development, implementation, and validation of the *IES System*. The remaining two addressed plans for evaluation, management and dissemination of project information and products. Table 5 briefly summarizes the status of each objective and activity by the end of the project period, incorporating design changes made along the way.

Table 5: Status of Each Objective and Activity at End of Project Period

OBJECTIVES	PROJECT STATUS
1.0 Develop materials and procedures for planning and supporting students with extreme sensory and multiple disabilities in general education settings.	
1.1 Develop initial planning tools and procedures.	During the duration of project the following planning tools were developed. • Individually Tailored Education Report (ITER) • School Health Support Plan • School/Classroom Observation Guide • IES Topical Interview Guide • School Membership Snapshot (SMS) • School Planning System (SPS)
1.2 Develop ongoing observation, interview, and performance data tools and procedures.	Over the duration of the project the following research tools were developed: • Liaison Visit Guide • IES Demographic Guide • Teacher Interview Guide • Parent Interview Guide • School Membership Snapshot (SMS) • IES Accomplishment Log
1.3 Revise IES materials in response to pilot data, experience and working and advisory committee recommendations, and collect in a module.	
2.0 Pilot programming in inclusion procedures with 8 students in Year 1.	
2.1 Select students and teachers for pilot cycle.	6 students and 5 teachers were selected for pilot cycle.
2.2 Design individual information and management systems for each student.	Individual information and management systems were developed for each student.

Table 5: Status of Each Objective and Activity at End of Project Period

OBJECTIVES	PROJECT STATUS
2.3 Provide ongoing support and assistance.	IES project staff provided 72 hours of support to 5 teachers.
2.4 Analyze pilot data and prepare 8 case study reports.	Case study reports written in Year 2 & 3.
3.0 Develop training procedures for using IEP programming and inclusion procedures.	Planning tools and procedures developed and revised upon recommendations of working committee and teachers.
4.0 Test IES planning and inclusion procedures with 24 additional students/teachers in years two and three.	
4.1 Select and train teachers to use IES established training procedures and revised versions of IES materials.	IES planning and inclusion procedures were tested with 13 additional students in 12 schools. Project staff wrote thirteen case narratives which includes information about: • student • context • people involved with the student • a chronological description of school year events • student outcomes • teacher outcomes
4.2 Collect, summarize and analyze Level 1 Case Study data on 8 pilot and 24 additional students.	
4.3 Collect, summarize and analyze Level 2 Case Study data on 4 pilot and 8 additional students.	
4.4 Collect summarize and analyze Level 3 Case Study data on 2 pilot and 3 additional students.	
4.5 Prepare a book length monograph that describes all IES procedures, training and support strategies, and reports Levels 1, 2, and 3 Case Study data.	Book chapter completed and in press. Planning additional chapters.
5.0 Summative evaluation of project activities.	
5.1 Evaluate educational experiences of students with extreme disabilities.	Accomplishment data for student, teacher, and context outcomes were collected and summarized for all 19 students.
5.2 Evaluate physical integration and social interaction of students with extreme disabilities.	
5.3 Evaluate IES training and technical assistance procedures.	Project staff summarized and evaluated training and support procedures according to barriers, method of support and outcomes. Project staff provided 410 hours of support over the duration of the project.
5.4 Evaluate IES materials.	Teachers and working committee provided ongoing feedback about IES materials.
6.0 Manage project activities.	
6.1 Plan and update project timelines.	All project timelines were evaluated and updated during weekly project meetings.

Table 5: Status of Each Objective and Activity at End of Project Period

OBJECTIVES	PROJECT STATUS
6.2 Establish and maintain project staffing.	Staffing was established and maintained over the duration of the project.
6.3 Ensure participation of under-represented groups.	Project exceeded all University Affirmative Action Guidelines
6.4 Establish and maintain a project advisory committee.	IES Working Committee met monthly to advise project staff about project activities.
6.5 Summarize and disseminate project activities in reports, presentations and professional publications.	Project activities and results disseminated at local, state, national, and international conferences and workshops.
6.6 Report to project funders.	

Throughout this demonstration project, project staff in schools created a variety of opportunities to extend the impact of the project through (1) teaching activities (e.g., inservices, workshops, institutes, and presentations), and (2) development and dissemination of products and publications. Table 6 summarizes Project related teaching activities and Table 7 describes products completed or in final preparation.

Table 6: 1991-1994 Workshops and Courses

"Marrying School Reform and Inclusion." Taught by Dianne Ferguson at the ARC of Ohio Training Institute, Aug. 19, 1994. Columbus, Ohio.

"How can research help us to reach the goal of one society for all?" Panel discussion with Dianne Ferguson as Chair. Participants: Dr. Marten Soder, Sweden; Dr. Rannveig, Traustadottir, Iceland; Dr. Thakur Hari V. Prasad, India; Dr. William Rowland, South Africa at the INTERNATIONAL CONFERENCE: BEYOND NORMALIZATION TOWARDS ONE SOCIETY FOR ALL, June 3, 1994. Reykjavik, Iceland.

"From normalization, mainstreaming, and integration to supported community membership: The path to educational inclusion." Presented by Dianne Ferguson at the INTERNATIONAL CONFERENCE: BEYOND NORMALIZATION TOWARDS ONE SOCIETY FOR ALL, June 1, 1994. Reykjavik, Iceland.

"Do you see what I see? Exploring perspectives about disability." Presented by Dianne Ferguson at the SEVERE HANDICAPS ALLIANCE FOR PUBLIC EDUCATION (SHAPE) 94 CONFERENCE, May 18, 1994. Edmonton, Alberta Canada.

"So what's an inclusive school?" Presented by Dianne Ferguson at the SEVERE HANDICAPS ALLIANCE FOR PUBLIC EDUCATION (SHAPE) 94 CONFERENCE, May 19, 1994. Edmonton, Alberta Canada.

"What is the point?: Some thoughts on intervention and membership." Presented by Dianne Ferguson at the VISION & STRATEGIES FOR INCLUSIVE EDUCATION CONFERENCE, March 5, 1994. Atlanta, Georgia.

"The IES Working Committee: A strategy for regulating adult traffic flow in general education classrooms." Presented by Christopher Willis and Dianne Ferguson at THE OREGON CONFERENCE, February 5, 1994. Eugene, Oregon.

"What in the world do I teach these kids?: Tailoring curriculum for all learners." Presented by Dianne Ferguson, Cleo Droege, Gwen Meyer, and Ginevra Ralph at THE OREGON CONFERENCE, February 5, 1994. Eugene, Oregon.

"Learning together, working together: Preservice and inservice educators designing inclusive classrooms together." Presented by Dianne Ferguson, Gwen Meyer, Ginevra Ralph, and Chris Willis at THE OREGON CONFERENCE, February 4, 1994. Eugene, Oregon.

Table 6: 1991-1994 Workshops and Courses (continued)

"Curriculum and instruction: supporting students in inclusive schools." Presented by Dianne Ferguson. MAJOR CONFERENCE, OHIO DEPARTMENT OF EDUCATION. November 19, 1993. Cincinnati, Ohio

"Policy issues: Certification practices and how this could be played out differently." Presented by Dianne Ferguson as part of a Specially Organized Session on Personnel Preparation at the 1993 TASH ANNUAL CONFERENCE. November 4, 1993. Chicago, Illinois.

"Why integration doesn't work: Dimensions in the reaction of 'bubble' and 'velcro' kids." Presented by Dianne Ferguson as part of a specially Organized Session on School Inclusion at the 1993 TASH ANNUAL CONFERENCE. November 4, 1993. Chicago, Illinois.

"Building capacity for change: A higher education strategy for preparing teachers for inclusive schools." Presented by Dianne Ferguson with Philip Ferguson and Ginevra Ralph at the 1993 TASH ANNUAL CONFERENCE. November 5, 1993. Chicago, Illinois.

"Inclusive schools." Presented by Dianne Ferguson with Virginia Roach and panelists from Colorado, Oregon and Washington at the NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION 1993 ANNUAL CONFERENCE. October 23, 1993. Portland, Oregon.

"Celebrating Diversity, Ed 503." Taught by Dianne Ferguson, Ginevra Ralph, and Christopher Willis. Three Day Summer Institute, August 9-11, 1993. Boise, Idaho.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson, Gwen Meyer, Lysa Jeanchild, and Mary Dalmau. Week Long Summer Institute, July 19-23, 1993. Cincinnati, Ohio.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson, Gwen Meyer and Lysa Jeanchild. Week Long Summer Institute, July 12-16, 1993. Hillsboro, Ohio.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson and Eileen Rivers. Three day Summer Institute, June 22-24, 1993. New Orleans, Louisiana.

"Inclusion: What It Is and What It Isn't." Taught by Michael Young. ARC CONFERENCE, May 30, 1993. Bend, Oregon

"Getting on With It." Taught by Dianne Ferguson. MARYLAND COALITION FOR INTEGRATED ED, March 27, 1993. Baltimore, Md.

"How to Move From a Stump to a Plus Without Going Ballistic." Taught by Ginevra Ralph, Michael Young, Chris Willis and Gwen Meyer at the OREGON CONFERENCE, Feb. 4, 1993. Eugene, Ore.

"Curriculum Day at Obsidian Middle School." Taught by Dianne Ferguson OBSIDIAN MIDDLE SCHOOL, Dec. 5, 1992. Redmond, Ore.

"Getting a Little Help From Your Friends: Using the Working Committee Strategy to Improve School Inclusion of Students with the Most Severe multiple and Medical Disabilities." Taught by Dianne Ferguson, Michael Young and Christopher Willis at the 1992 TASH ANNUAL CONFERENCE, Nov. 19, 1992. San Fransisco, Calif.

"Teaching Diverse Groups of Learners." Taught by Chris Willis at the OREGON DEPARTMENT OF EDUCATION INCLUSION CONFERENCE. Nov. 6, 1992. Portland, Ore.

"Achieving Active Participation for Students With The Most Severe Disabilities". Taught by Gwen Meyer at SPECIAL SHOW '92, August 7, 1992. Little Rock, Arkansas.

"Changing With the Times: Finding new Roles in Today's Changing Schools." Taught by Dianne Ferguson at CLACKAMAS ESD, May 22, 1992. Portland, Ore.

"Achieving Balance: A Systematic Approach to Teaching Diverse Groups of Students". Taught by Dianne Ferguson at ANCHORAGE SCHOOL DISTRICT SPECIAL EDUCATION/RELATED SERVICES CONFERENCE, March 27, 1992. Anchorage, Alaska.

Table 6: 1991-1994 Workshops and Courses (continued)

"Including Exceptions: A System for Educating Students with Dual Sensory Impairments and Other Extreme Disabilities in General Education Settings." Taught by Lysa Jeanchild and Chris Willis at the 1991 ANNUAL TASH CONFERENCE, Nov. 22, 1991. Washington D.C.

"Heterogeneous Group Instruction: Rules and Hints for Teaching Diverse Groups of Students." Taught by Lysa Jeanchild and Anne Todd at the 1991 ANNUAL TASH CONFERENCE. Washington D.C.

Table 7: IES Products

Title	Product	Status
The Way it is Suppose to be: Collaborative to Improve Communication for Two Students with Severe Disabilities.	Research Study	completed
Moments of Meaningfulness: A Case Study of Student Membership.	Doctoral dissertation	completed
Conversations with Conversationalist: Observing the Seeds of Change	Masters project	completed
Widening the Stream: Ways to Think About Including "Exceptions" in Schools.	Book chapter	in press
Myths, Fallacies and Gossip	Article	in progress
	Five Individual case narratives	completed

For further information we have prepared this final report in two versions. One includes all the draft and published products mentioned in the report. The other does not. If you have received the shorter version without attachments, you may secure any of the mentioned products in their entirety directly from us at:

Schools Projects – STP
1235 University of Oregon
Eugene, OR 97403-1235
email: diannef@oregon.uoregon.edu

phone (503) 346-5313
TDD (503) 346-2466
fax (503) 346-5517

ASSURANCES

In accordance with the federal dissemination requirement (20 U.S.C. 1409 (g)), we have mailed this report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Child and Adolescent Service System Program (CASSP)
Technical Assistance Center
Georgetown University
2233 Wisconsin Avenue, N.W., Suite 215
Washington, D.C. 20007

Northeast Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401

MidSouth Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, Florida 33322

South Atlantic Regional Resource Center
The Ohio State University
700 Ackerman Road
Suite 440
Columbus, Ohio 43202

Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, Utah 84321

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Federal Regional Resource Center
University of Kentucky
114 Porter Building
Lexington, Kentucky 40506-0205

Great Lakes Area Regional Resource Center
700 Ackerman Road, Suite 440
Columbus, OH 43202

Schools\IES\IESFinla.doc 2/95 mz

REFERENCES

Baumgart, D., Johnson, J., & Helmstetter, E. (Eds.). (1990). *Augmentative and alternative communication systems for persons with moderate and severe disabilities*. Baltimore: Paul H. Brookes.

Brown, F., Helmstetter, E., & Guess, D. (1986). *Current best practices with students with profound disabilities: Are there any*? Unpublished manuscript.

Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Paul H. Brookes.

Brown, L., Schwartz, P., Udvari-Solner, A., Kampschroer, E., Johnson, F., Jorgensen, J., & Gruenewald, L. (1991). How much time should students with severe intellectual disabilities spend in regular education classrooms and elsewhere? *The Journal of the Association of Persons with Severe Handicaps*, *16*, 39-47.

Eames, P., & Wood, R. (1984). Consciousness in the brain-damaged adult. In R. Stevens (Eds.), *Aspects of consciousness* (pp. 1-39). London: Academic Press.

Eisner, E. (1990). Objectivity and subjectivity in qualitative research and evaluation. In *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: McMillan Publishing.

Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York, NY: Macmillan.

Evans, I. M., & Scotti, J. R. (1989). Defining meaningful outcomes for persons with profound disabilities. In F. Brown & D. H. Hehr (Eds.), *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Paul H. Brookes.

Falvey, M. A. (1989). *Community-based curriculum: Instructional strategies for students with severe handicaps* (2nd ed.). Baltimore: Paul H. Brookes.

Farlow, L. J., & Snell, M. E. (1989). Teacher use of student performance data to make instructional decisions: Practices in programs for students with moderate to profound disabilities. *Journal of the Association for Persons with Severe Handicaps*, *14*(1), 13-22.

Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (1989). *Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore: Paul H. Brookes.

Ferguson, D. (1987). *Curriculum decision making for students with severe handicaps: Policy and practice*. New York: Teachers College Press.

Ferguson, D. (1993). Is communication really the point? Some thoughts on where we've been and where we might want to go. *The Second National Symposium on Effective Communication for Children and Youth with Severe Disabilities: Topic papers, readers' guide and video tape*. McLean, VA: Interstate Research Associates.

Ferguson, D. (1994). Persons with severe developmental disabilities: "Mainstreaming" to supported community membership. In T. Husen & T. Postlethwaite (Eds.), *The International Encyclopedia of Education*. Great Britain: Pergamon Press.

Ferguson, D., & Baumgart, D. (1991). Partial participation revisited. *Journal of the Association for Persons with Severe Handicaps*, *16*(4), 218-227.

Ferguson, D. L., & Ralph, G. (in press). Special education: Praxis unbound. In B. A. Thyer & N. P. Kropf (Eds.), *Developmental disabilities: Handbook for interdisciplinary practice*. Cambridge, MA: Brookline Books.

Ferguson, D., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993). *The elementary secondary system: Supportive education for students with handicaps. Module 1d: Individually tailored learning: Strategies for designing inclusive curriculum*. Eugene, OR: Specialized Training Program, University of Oregon.

Ferguson, D. L., Willis, C., & Meyer, G. (in press). Widening the stream: Ways to think about including "exceptions" in schools. In D. Lehr & F. Brown (Eds.), *Students with profound disabilities*. Baltimore: Paul H. Brookes.

Fredericks, H. D. B., & Baldwin, V. L. (1987). Individuals with sensory impairments. Who are they? How are they educated? In L. Goetz, D. Guess, & K. Stremel-Campbell (Eds.), *Innovative program design individuals with dual sensory impairments*. Baltimore, MD: Paul H. Brookes.

Fuchs, D., & Fuchs, L. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children, 60*(4), 294-309.

Guess, D., & Thompson, B. (1991). Preparation of personnel to educate students with severe and multiple disabilities: A time for change? In L. Meyer, C. Peck, & L. Brown (Eds.), *Critical issues in the lives of people with severe disabilities* (pp. 391-398). Baltimore, MD: Paul H. Brookes.

Holvoet, J. F. (1989). Research on persons labeled profoundly retarded: Issues and ideas. In F. Brown & D. H. Lehr (Eds.), *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Paul H. Brookes.

Kauffman, J., & Hallahan, D. (1993). Toward a comprehensive delivery system for special education. In J. Goodlad & T. Lovitt (Eds.), *Integrating general and special education* (pp. 73-102). New York: Macmillan.

Meyer, L. H. (1991). Advocacy, research and typical practices: A call for the reduction of discrepancies between what is and what ought to be and how to get there. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.), *Critical issues in the lives of people with severe disabilities* (pp. 629-649). Baltimore, MD: Paul H. Brookes.

Meyer, L. H., & Janney, R. (1989). User-friendly measures of meaningful outcomes: Evaluating behavioral interventions. *Journal for Persons with Severe Handicaps, 14*(4), 263-270.

Meyer, L. H., Peck, C. A., & Brown, L. (Eds.). (1991). *Critical issues in the lives of people with severe disabilities*. Baltimore, MD: Paul H. Brookes Publishing.

National Association of State Boards of Education. (1990). *Today's children, tomorrow's survival: A call to restructure schools*. Alexandria, VA: NASBE.

Patton, M. Q. (1975). *The diagnosis of stupor and coma* (2nd ed.). Philadelphia, PA: E.A. Davis Company.

Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J., & Goetz, L. (1989). *The comprehensive local school: Regular education for all students with disabilities*. Baltimore, MD: Paul H. Brookes.

Shanker, A. (1993,). Where we stand: A rush to inclusion. *New York Times*, pp.

Shulman, L. (1988). The dangers of dichotomous thinking in education. In P. Grimmett & G. Erickson (Eds.), *Reflection in teacher education* (pp. 31-38). New York, NY: Teachers College Press.

Smith, G. J., & Ylvisaker, M. (1985). Cognitive rehabilitation therapy: Early stages of recovery. In M. Ylvisaker (Eds.), *Head injury rehabilitation: Children and adolescents* (pp. 275-286). San Diego, CA: College-Hill Press, Inc.

Stainback, W., Stainback, S., & Moravec, J. S. (1992). Using curriculum to build inclusive classrooms. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 65-84). Baltimore: Paul H. Brookes.

Szekeres, S. F., Ylvisaker, M., & Holland, A. L. (1985). Cognitive rehabilitation therapy: A framework for intervention. In M. Ylvisaker (Eds.), *Head injury rehabilitation: Children and adolescents* (pp. 219-246). San Diego, CA: College-Hill Press, Inc.

The Association for Persons with Severe Handicaps. (1994, February). Resolution on inclusive education. In *TASH Newsletter* (pp. 4-5). Seattle, WA: TASH.

Van Maanen, J., Dabbs, J. M., & Faulkner, R. R. (1982). *Varieties of qualitative research.* Beverly Hills, CA: Sage Publications.

Wilcox, B., & Bellamy, G. (1987). *The activities catalog: An alternative curriculum for youth and adults with severe disabilities.* Baltimore, MD: Paul H. Brookes.

Wilcox, B., & Bellamy, G. (1987). *A comprehensive guide to The Activities Catalog: An alternative curriculum for youth and adults with severe disabilities.* Baltimore, MD: Paul H. Brookes.

Attachment A: Tools and Procedures

Module 5b: School Development System *
Module 1c: Activity-Based Assessment *
Brainstorming Interview Guide
School Context Analysis Information
Module 2b: Achieving Balance: Strategies for Teaching Diverse Groups of Students *
School Health Support Plan
Sample Data Forms
School Membership Snapshot
Membership Activities

***Sample Pages, Complete version of Modules are available through Schools Projects, Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403-1235.**

THE ELEMENTARY/SECONDARY SYSTEM:

Supportive Education for Students with Disabilities

Module 5b: School Development System

Editor:

Dianne L. Ferguson

Key Contributors:

Gwen Meyer
Ginevra Ralph
Christopher Willis
Michael Young
Dora Bjarnason
Hafdis Gudjonsdottir
Gretar Marinosson

TABLE OF CONTENTS

Doing Things Better 1

What Is SDS? 3

The Program/Teacher Development System: Once over Lightly 5

Drawing the Picture 5
Making the Choice 6
Generating Support and Resources 6

Using the Program and Teacher Development System 11

In Summary 13

Appendix A: Planning School Accomplishment

Quality/Value 5.0

Individual student's experiences of the curriculum are age-appropriate and referenced to family and community.

5.1 Family and community referenced assessment.

Ongoing assessment information collected by teachers and other staff documents each student's ability and competence to participate in activities typically engaged in by age peers both inside and outside of school. Assessment information also documents student and family preferences regarding learning content and formats as well as students' use of their learning beyond the lesson, classroom, and school building.

5.2 Negotiated curriculum design.

Teacher teams develop, adapt, enrich, expand, overlap or otherwise tailor curriculum aims, goals, and materials for each student in response to family-and community-referenced assessment information.

5.3 Transition planning and learning history.

Each student's school record includes plans for moving from one teacher or school to the next and a curriculum-based learning history completed roughly every three years and at entry or exit form any particular classroom or school. Documents in the record include information on:

a. Growth in student's participation and competence in the activities of age-peers in school, at home, and in other parts of community life.
b. The learning content, curricular approaches, learning formats, and work habits that have been most successful in building helping the student acquire the skills and knowledge to support competent participation in the life of the school and community.
c. The student's role and participation in school life including leadership, contributions, and friendship patterns.
d. Issues and priorities in planning the student's accommodation and success in the next school environment.

THE ELEMENTARY/SECONDARY SYSTEM:

Supportive Education for Students with Disabilities

Module 1c: Activity-Based Assessment

Dianne L. Ferguson

Gwen Meyer

This publication will be made available in accessible formats upon request -- 346-5313.

Home Activities Interview/Discussion

Student: _____ Ages: 9-12 Initial Date _____

Teacher/Staff: _____ Year 2 Date _____

Domain: D II Rev 1.5 20 Update Year 3 _____

Activity	How, When, Where Does S/He Do This Now	Does He/She Like/Enjoy?	Do You Want To Increase Participation?	Update Year 2	Update Year 3
1.1.3 Managing Pers. Equip.	—	—			
1.2.1 — Healthy Routines	Sits @ nurse station and "watches" the action	yes	yes.		
	@ school sits with peers @ lunch - Dr Tastes with peers @ lunch Mom wants to try feeding Tyler - will see doctor				
	Set feeder up @ dining hall MD feeder but gets taste				
	Makes choice with foods - appearance smells etc. Involved in cooking activities @ home + @ nursing home eg - lunch in blender, mixer				

Activity-Based Assessment Summary for Jimmy

Overall, the picture we get of this student's abilities, interests, & participation in:	Ideas, priorities, preferences, cautions, tasks
Personal Management Assists with AM routine by lifting his arms. Raises hand to indicate "yes". Sits with classmates during lunch. Orients head toward speaker. Assists with cooking activities using switch to activate appliances. Uses a 13 hour drip feeder. Uses a wheel chair. Needs to be positioned throughout the day. He cues a stander 2-3 times a day.	Indicate "yes" when staff, teachers or students ask him about a choice of foods to taste. carry materials or items in a basket attached to chair during cooperative learning exercises, cooking activities, and science experiments. Develop a picture schedule for Jimmy so that kids in the class become more aware of his schedule so they can support him more naturally. Assist Jimmy with developing a scrapbook that friends can use to get to know him better. Change Jimmy's meal times so that his school day could be extended. Get a name stamp so that he can send cards or letters to friends and family.
Leisure Jimmy is very animated around his 3rd grade classmates. Enjoys being the center of attention. Jimmy likes to be outside where there is a breeze. Jimmy enjoys going to the store.	Listen to radio, CD, or cassette player. Can be pushed in road races. Go with brother and sit at the base of the tree. Go on field trips with classmates. Jump rope by tieing one end of the rope to his chair while a classmates turns it. Participate in recess and PE activities. Do art projects. Attend sporting and cultural events. Give Jimmy an allowance to go to the store with friends. Help with class newsletter.
Jobs & Chores Jimmy hasn't had much of an opportunity to do any class jobs except to carry materials on his tray from one part of the classroom to another.	Care for class pet. Clean up personal area like his classmates. Run school errands and make deliveries. Take books back to the library. Help with class recycling. * Try to have each of these activities done with his classmates instead of adults.

BEST COPY AVAILABLE

Brainstorming Interview Guide

Question 1: What are all the things that might be having an impact on this student's learning, performance, moods, and behavior? Consider the following possibilities:

Home Events and Conditions

Medications
Interactions with parents and family
Interactions with neighbors and visitors
Food intake/diet changes
Sleep - amount, interruptions
Sickness - colds, flu, infections, etc.
Changes in schedule and routine
Changes in equipment and devices
Changes in weather and seasons
Other

School Events and Conditions

Interactions with teachers and staff
Interactions with peers
Interactions with other folks
Food intake/diet changes
Sleep in school
Sickness
Reaction to visitors/strangers
Changes in schedule and routine
Room/school temperature
Reaction to environmental noises
Reaction to people noise and activity levels
Changes in equipment and materials
Other

Moods and Behavior

General mood
Alertness
Muscle tone
Posture
Asleep/awake/drowsy
Active/inactive
"Agitation"
Sounds/noises
Random movements
Eyes open/contact/focus
Responsiveness to sounds
Responsiveness to sights
Crying/moaning/whimpering
Self-stimulation
Self-injury
Seizures
Breathing rhythm and quality

Question 2: What explanations or "hunches" do we have about how these conditions, moods, events, and activities relate to each other?

Question 3: What 2-3 (or 4-5) behaviors are we most energetically trying to focus on this student being able to use more frequently and consistently?

Question 4: What are our current teaching efforts and how might we consider changing them? Consider:

Schedule of activities
Groupings
Teaching prompts
Communication strategies
Things tried at home
Amount of time and balance of teaching efforts across the day and week
Range and features of environments used for teaching
Current information systems

School Context Analysis Information

School	Overall layout.	
	Possible places to teach	(classrooms, office, cafeteria, hall areas, auditorium, etc)
	Types of classes/courses	(age/grade, cross age/grade, computer, art, events, school jobs, music/choir/band, school/community partnership activities, school/grade fieldtrips, etc)
	Reform/Restructuring status	(number of new things being tried, degree of common vision/commitment among faculty, leadership involvement, family/community involvement, level of energy/ enthusiasm/ frustration, etc)
	School Schedule	(periods/classes, lunch, recess, homeroom; schedule for "specials;" block schedules, etc)
	Physical Layout	(size of rooms, availability of small teaching spaces, places for privacy, storage spaces, stairs/elevators/ramps, amount of light, variations in heat, overall noise level, etc)
Personnel	School resources	(counselor, PT/OT, speech therapist, classroom assistants, peer teaching programs, nurse, psychologist, vice principal, TAG teacher, Chapter 1 assistants, etc)
	Classroom resources	(class size, available assistants, team teaching/planning patterns, etc.)
Curriculum & Teaching	Approach & Formats	(lecture, demonstration, large/small group, cooperative learning groups, experiment/activity-based, mixed/same ability groups, outcome-based, etc)
	Materials & Resources	(published curriculum texts, teacher-created materials, home/community materials, computers, audio/visuals, student created materials, use of community members/families as experts, use of other spaces/places in school & community, etc)
	Student evaluation approaches	(memory tests, demonstrations, exhibitions, portfolios, self-assessment, cooperative group assessment, single criterion grading systems, individualized criterion grading system, rubrics, etc)

Elementary/Secondary Systems:
Supportive Education for Students with Disabilities

Module 2b: Achieving Balance: Strategies for Teaching Diverse Groups of Students

Editors:

Dianne L. Ferguson
Lysa A. Jeanchild
Anne Todd
Christopher Willis
Michael Young
Gwen Meyer
Ginevra Ralph

TABLE OF CONTENTS

Achieving Balance 1

The Changing Face of Schools 1
Why Student Diversity Challenges Teaching 1
So, How Can I Avoid the Pitfalls of Homogeneous Group Teaching 2
But First, Three Assumptions About Teaching and Learning 2
Okay, How DO I Teach These Mixed Ability Groups? 3

Organizing Groups 5

Planning Teaching Sessions 11

Reinventing Teaching and Learning 11

Actually Teaching! 15

Using This Module 21

Appendix 1: For Further Reading

Achieving Balance:
Strategies for Teaching Diverse Groups of Students

Some Essential Rules and Helpful Hints

Rule #1: Maximize variation across student characteristics along three general dimensions:

1. **Behavioral abilities**
2. **Communication abilities**
3. **Performance abilities**

Hint #1: Balance your teaching attention across the day and week.

Hint #2: Balance students' roles within the group.

Hint #3: Balance teaching formats, locations and materials.

Rule #2: Maximize positive interdependence.

Hint #1: Plan teaching content that is related and that everyone in the group values.

Hint #2: Balance student and teacher interactions within the lesson by "scripting" the flow so that what one student does is a reminder for another student to do something.

Hint #3: Arrange positioning, tasks and materials to encourage group cooperation and problem-solving.

Rule #3: Maximize student learning by using effective teaching strategies.

Hint #1: Support individual learning by giving help and feedback based on students' performance.

Hint #2: Keep the group focused and together by clarifying expectations, using "behavior checks."

Hint #3: Collect student performance information that helps you make decisions about what to change.

School Health Support Plan

Student: _____ Date: _____

Precautions to be followed at school

Support/Procedure/Service	Schedule/ Frequency	Person Responsible	Monitoring and Documenting Procedures

Sissy

Date 11-5

Period/Staff	11-11:30 N	11:30-12 F	12-12:30 F	12:30-1 M-F	1-1:30 S	1:30-2 N	2:00- N	
Description of activity	Cafet. + Outside	Lunch	P.E. Peer Tutor Time	LIBRARY	recess outside			
Position		Beanbag	WC	WC	WC		WC	

What (s)he does

Grasp								
Responds to touch								
Startles								
Waves Arms								
Smiles								

Health

Seizures	_Yes ✓No	_Yes ✓No	_Yes ✓No	_Yes _No	_Yes ✓No	_Yes ✓No	_Yes ✓No	_Yes _No
Congestion N=runny nose E=watery eyes C=cough, congested	_N _E ✓C	_N _E _C	_N _E ✓C	_N _E _C	_N _E _C	_N _E _C	_N _E _C	_N _E _C

What mood (s)he's in

Asleep								
Awake								

Weather R=Rain S=sun/warm C=Cloudy SC=Sun/Cold

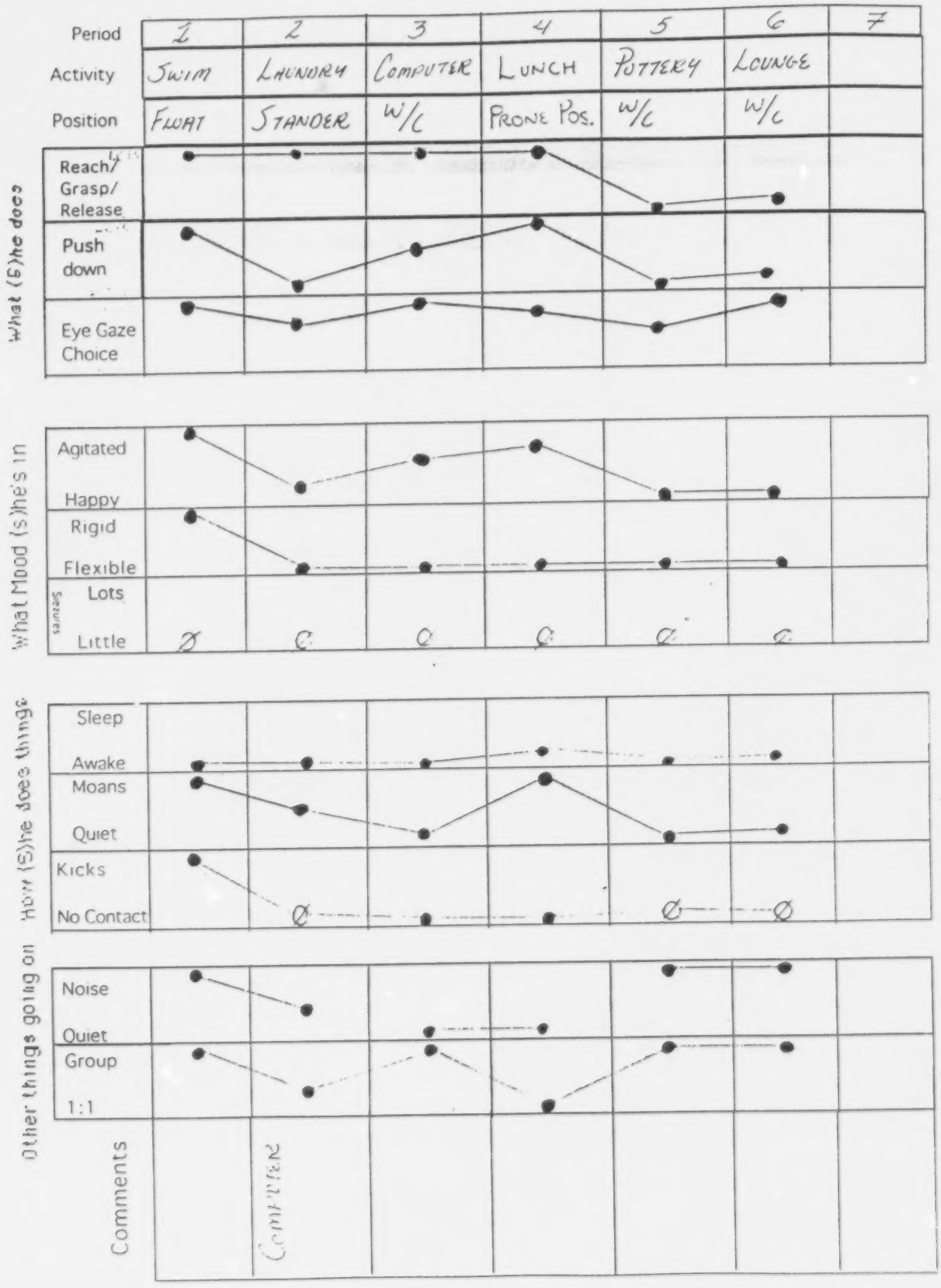
	_R _S _C _SC	✓C _SC	✓C _SC	✓C _SC	✓C _SC	✓C _SC	✓C _SC	_C _SC

How (s) he does things

Vocalizes								
Shows Body Movement								
Facial Expression								
Peer Interaction								

Other things going on

People Noise								
Other Noise								
Comments								


Period
1
2
3
4
5
6
7
Activity
SWIM
LAUNDRY
COMPUTER
LUNCH
POTTERY
LOUNGE
Position
FLOAT
STANDER
W/C
PRONE POS.
W/C
W/C
What (S)he does
Reach/ Grasp/ Release
Push down
Eye Gaze Choice
What Mood (s)he's in
Agitated
Happy
Rigid
Flexible
Lots
Little
How (S)he does things
Sleep
Awake
Moans
Quiet
Kicks
No Contact
Other things going on
Noise
Quiet
Group
1:1
Comments
COMPUTER

School Membership Snapshot
Observation Instructions

1. Observations can occur in general ed or special ed classrooms. They can occur as part of a regularly scheduled project visit. Schedule observations directly with teacher whose classroom you will be in. Whenever possible, schedule directly with general ed teacher if observation is during a general ed class. Make sure you have most current version of form, pencils, and watch set for correct time intervals.

2. When you arrive at the school, view the target student's IEP to jot down the written objectives for the class you are going to observe (i.e. 3rd grade math, health in the special ed class, etc.).

3. When you arrive in the classroom, greet teacher and get information on **GENERAL CONTENT/TASK and HOW LONG ATTENDED** (how many weeks the student has been attending this class). Then find an observation station and get acquainted with the classroom. Next fill in **DATE, OBSERVER, SCHOOL ID, STUDENT ID, TEACHER ID, SAMPLE #, WHO'S TEACHING, SETTING, and TIME IN.**

4. Start watch.

5. Note the **CLASS ACTIVITY** (on the front of the form) and **RELEVANT IEP OBJECTIVE** (on the back of the form) for the first time interval.

6. Next, mark the best descriptor(s) within each of the following categories. Think of the categories as focusing your observation starting with the general classroom or big picture, gradually zooming in on the target student and what's happening from his/her perspective, and then widening back out to the big picture.

   A. WHAT'S GOING ON: This is a picture of what's happening in the classroom as a whole. So note the following categories as they pertain to the general classroom
   GROUPING, ACTIVITY STRUCTURE, COHORT ACTION;

   B. HOW S(HE) DOES THINGS: This is a picture of how the target student is participating in the classroom. So note the following categories as they pertain to the target student
   TARGET ACTION, ACTIVITY SIMILARITY, GROUPING;

   C. WHO DOING THINGS WITH: This is a picture of who the target student is being instructed by and interacting with. So note the following categories as they pertain to the target student
   INSTRUCTOR, STUDENT-ADULT INTERACTION, STUDENT-PEER INTERACTION;

   D. OTHER THINGS GOING ON: This is a picture of other important aspects of the general classroom or activity that help explain what is happening. So note the following categories about these aspects
   SETTING MOOD, and any **COMMENTS.**

7. Once finished recording information for the first time interval proceed with regular project activities or observations.

School Membership Snapshot
Category & Term Definitions

WHAT'S GOING ON

Grouping What is the prevalent grouping arrangement in the classroom?

- all class - students are working as a single group, adult(s) is teaching all students as one unit.
- >5 - students are working in groups larger than five.
- 3-5 - students are working in groups of three to five.
- pairs - students are working in groups of two.
- 1:1/independent - students are working individually with adult(s) or individually at desks.

Activity Structure What is the general format of the lesson at this point?

- guided instruction/cooperative learning - students are being actively guided through the class activity individually or in cooperative groups by adult(s). Adults are using a facilitative format rather than a directive format (see lead/demonstrate).
- lead/demonstrate - students are being shown as a group, how to perform or being lead through the performance of an activity occurring at the moment or during this class period.
- ask/answer - students are being asked or being given answers to verbal questions by adult(s).
- lecture - students are being directly instructed by adult(s) verbally, visually, or with media.
- observe/self-instructed - students are directing themselves through activity, with teacher at desk or moving around room in an observing, evaluating, or providing feedback.

Cohort Activity What type of observable behavior(s) is a selected comparison student involved in as compared to other students in the room?

- active: match - behaviors indicating engagement in activity or response to others that match (are similar to) the behaviors of the group.
- passive: match - behaviors indicating non-engagement in activity or non-response to others that match (are similar to) the behaviors of the group.
- active:not match - behaviors indicating engagement in activity or response to others that do not match (are not similar to) the behaviors of the group.
- passive:not match- behaviors indicating non-engagement in activity or non-response to others that do not match (are not similar to) the behaviors of the group.
- disruptive - behaviors that are "inappropriate" for the setting and activity, those that cause the student to "stand out" from the group.

WHO DOING THINGS WITH

(Note: for each of these categories, if more than one person provides instruction to or interacts with the student during a time interval, mark all descriptors that apply and circle the descriptor most prevalent.)

Instructor Who is providing the most direct instruction to the target student?

- cooperative group - student is completing activity or involved in activity as part of a cooperative group.
- independent - target student is independently completing or involved in class activity.
- peer tutor - assigned peer is directly instructing or assisting student.
- teacher - classroom teacher or other adult member of this classroom is directly providing instruction.
- 1:1 support specialist - assigned support staff who is not a member of this classroom is providing 1:1 instruction.

Student-Adult Interaction What adults is the student interacting with and how age appropriate are those interactions?

- teacher: natural - the student was involved in at least one interaction with the classroom teacher or aide which was natural in respect to the situation (i.e. appropriate for his/her age, similar to adult interactions with other students in class).
- support staff: natural - the student was involved in at least one interaction with the assigned support staff person which was natural in respect to the situation (i.e. appropriate for his/her age, similar to adult interactions with other students in class).
- teacher: artificial - the student was involved in at least one interaction with the classroom teacher or aide which was negative or not natural (i.e. inappropriate for his/her age, different than adult interactions with other students in class).
- support staff: artificial - the student was involved in at least one interaction with the assigned support staff person which was negative or not natural (i.e. inappropriate for his/her age, different than adult interactions with other students in class).
- none - the student was involved in no interactions with adults.

Student-Peer Interaction What other students is the target student interacting with and how age appropriate are those interactions?

- typical peer: natural - the student was involved in at least one interaction with a non-disabled peer which was natural in respect to the situation (i.e. appropriate for his/her age, similar to interactions between other students in class).
- disabled peer: natural- the student was involved in at least one interaction with a peer with disabilities which was natural in respect to the situation (i.e. appropriate for his/her age, similar to interactions between other students in class).

Date	Place	Observer	Time of Obs	To
Adults present				
Number of Students	General content / lesson :			

The Lesson Itself

mikes/ESAtools 12/92

What's Going On Generally

Segment	Transition In	Getting Started	First Third	Second Third	Last Third	Finishing Up	Transition Out
Class Activity							
Grouping: all class							
Grouping: >5							
Grouping: 3-5							
Grouping: pairs							
Grouping: 1:1/ independent							
Activity Struct: guided / coop							
Activity Struct: teacher/dem							
Activity Struct: sit. drill							
Activity Struct: lecture							
Activity Struct: observe / self							
Cohort Action: action - match							
Cohort Action: passive match							
Cohort Action: active not match							
Cohort Action: passive not match							
Cohort Action: disruptive							

What s(he)'s Doing

Grouping: 1:1/ independent	Activity Similar: parallel	Target Action: active match
Grouping: pairs	Activity Similar: adapted content	Target Action: passive match
Grouping: 3-5	Activity Similar: adapted instruc	Target Action: active not match
Grouping: >5	Activity Similar: adapted mat	Target Action: passive not match
Grouping: all class	Activity Similar: identical	Target Action: disruptive

Who s(he)'s Doing Things With

S-Peer Int: none	S-Peer Int: O peer artificial	S-Peer Int: T peer artificial	S-Peer Int: T peer natural	S-Adult Inter: none	S-Adult Inter: sub sp artificial	S-Adult Inter: teach artificial	S-Adult Inter: sub sp natural	S-Adult Inter: teach natural	Instruct.: 1:1 support sp	Instruct.: teacher	Instruct.: peer tutor	Instruct.: independent	Instruct.: coop/peers

Other Things Going On Generally

COMMENTS										Action: action discuss	Action: action quiet	Action: mixed	Action: seated discuss	Action: seated quiet

Membership Activities

Membership may seem like a difficult concept. It certainly doesn't seem easily measurable, predictable or controllable like so many other more familiar educational concepts. Fortunately, the very complexity of membership is the source of its value for us. Membership is not so much an educational concept as a community concept. All of us quite naturally *know* what membership means. We have all felt the sense of belonging that is membership's hallmark. The following activities may help you translate your own natural familiarity with membership into situations that involve people with severe disabilities.

Activity 1: Using a wide-angle snapshot

On a regular basis, try to stand back and look at the whole setting as if you were an observer from another world. Try to notice the following about the person you are interested in supporting to be more of a member:

1. Where is s/he in this space? on the edges? in the middle? in a cluster of others? more or less alone?
2. How does s/he operate in this space? Does s/he move about this place more or less like the others? If s/he doesn't, how does s/he look in the pattern of activity? Does everything seem to pass her by or flow around her in a way that seems oblivious to her lack of movement? Or does s/he seem to deflect others by her activity?
3. How does s/he look in this space? Are her differences minimized? Is s/he accessible to others? Does her equipment invite or discourage others from approaching and getting near? Do others approach her or her "stuff?" Do others seem to shy away? When? Why do you think?
4. What does s/he do in this place? Does s/he do similar or different things? With similar or different materials? Do any differences seem to make others act differently with her?
5. Who does s/he do things with in this space? Does s/he seem to have the same range and variety of interactions as the others like her in this place? Do adults or official people seem to interact with her more or less than with the others? Do adults or official people interact with her differently or similarly to how they interact with the others? Do the other people like her in this place act with her in a similarly or differently from how they interact with each other?

Now look carefully at your wide-angle snapshot. Is there anything about this picture that makes you feel like this person belongs? What things give you that impression? How might you make sure that these things are always happening? How can you organize your teaching and support so that these things are not disturbed?

Is there anything about this picture that makes you feel like this person doesn't really belong? What things give you that impression? What could you change about the picture that might change your impression? Try it and see what happens.

Activity 3: Telling stories

Whenever you are with the person you are trying to support as a member keep part of your mind focused on all things you know from the wide-angle snapshot and the stories you have been making up. As you decide how to interact with, teach, or help the people in this place, filter your decisions and actions through that layer of your thinking that is holding the snapshot and stories and make your actions and words tell stories of belonging by:

-- using the stories of belonging already present in the minds of other in this place.
-- reframing others' less incorporative stories.
-- framing your "special" actions and words in ways that fit the others' belonging stories.
-- emphasizing the ways s/he is thinking about things.
-- reveal how s/he feels about things.
-- let others know what s/he likes and doesn't like.
-- suggests lots of different ways s/he has a role in this place.

Attachment B: Data Collection Documents

Accomplishment List
Accomplishment Rating Form
Liaison Visit Guide
Student Demographic Guide
IES Working Committee Cover Sheet
Case Report Worksheet
IES Parent Phone Interview

IES CHANGE ACCOMPLISHMENTS

1W	Students won't be excluded from school.
2S	Students will attend general school during the same hours as same age peers.
3S	The assistant working with the student will also interact with other students in a teacher role.
4S	Teachers will identify students' abilities and opportunities to practice those abilities in the context of typical school/community activities.
5S	Teachers will make or request change in information systems to get information on students' abilities and opportunities to practice, and relationships between patterns of practice, mood and other contextual events.
6S	Teachers will use the information sheets 2 times a month to make decisions/changes (e.g., changes other than those on actual information systems).
7S	Teachers maintain schedules for students that include a range of school/community activities with a variety of people.
8S	Teachers will teach heterogeneous groups of learners.
9S	Students wil be active participants in heterogeneous groups of other learners.
10S	Teachers will write activity-based IEPs in collaboration with other team members.
11S	Teachers will use IES strategies with non-project students.
12S	Health outcomes are embedded in educational schedule.

13M	Students' health care needs will be taken care of in privacy, and in places in the school/community where other students' health and /or physical needs are taken care of.
14S	Teacher/staff will report feeling increasingly satisfied with individual student outcomes.
15M	Families will report satisfaction with their child's goals and their involvement with the school.
16S	Topics and content in teacher and family interactions will expand beyond helath/safety to program and social activities.
17M	Students' physical condition and health will be maintained (muscle strength and endurance, joint flexibility, range of motion, etc.) as appropriate to his/her impairment.
18M	Other students and adults in the school environment will express positive changes in attitude (breadth and depth).
19M	There will be an increase in interaction.
20S	There will be an increase in inclusion.
21S	Students' will experience less inactive "downtime" in school.
22M	Students' abilities will improve so that they initiate and contribute to movements more frequently and for greater duration, as appropriate to their impairment.
23M	Teachers will report more satisfaction with, access to and use of resources available from related service/resource people.

IES Change Accomplishments Summary

Student ID:_____ School ID:_____ Summary Dates: From____ to____

Change Accomplishment		Source	Analysis	Summary
1W.	Students won't be excluded from general school. Students attend general school.	a) Demographics (box 1,5)	a) If school = student attending school then +; else if school = student not attending school then - ; else ? ___	Sum the number of: +___ -___ ?___
2S.	Students will attend general school during the same hours as same age peers.	a) Demographics (box 11)	a) If narrative = arrival & departure same as other students in school then +; else if narrative = arrival or departure different from other students in school then -; else ? ___	Sum the number of: +___ -___ ?___
3S.	The assistant working with the student will also interact with other students in a teacher role.	a) Liaison Visit Guide (box 1)	a) If narrative = assistant working with other students in setting then +; else if narrative = assistant only working with target student then -; else ? ___	Sum the number of: +___ -___ ?___
4S.	Teachers will identify student's abilities and opportunities to practice those abilities in the context of typical school/ community activities.	a) Demographics (box 11,12,13) b) Parent Phone Interview (box 4) c) Liaison Visit Guide (Box 3, 5)	a) If narrative = content & location of activities is same as typical students then +; else if narrative = content and location of activities is different from typical students then -; else ? ___ b) If statement = report of participation in typical school or community activities then +; else if statement = report no participation in typical school or community activities then -; else ? ___ c) If status = practicing abilities in typical school or community settings then +; else if status = not in typical school or community settings then -; else ? ___	Sum the number of: +___ -___ ?___
5S.	Teachers will make or request change in information systems to get info. on student's abilities and opportunities to practice, and relationships between patterns of practice, mood and other contextual events.	a) Demographics (box 11,12,13) b) Liaison Visit Guide (box 2,3,5)	a) If attached data sheets = IES information sheets & include data on student abilities/opportunities to practice skills then +; else if data sheets = not IES info. sheets or do not include student abilities/oppor. to practice skills then -; else ? ___ b) If status = any observations and decisions using data then +; else if status = no observations or no decisions using data then -; else ? ___	Sum the number of: +___ -___ ?___

	Change Accomplishment	Source	Analysis	Summary
6S.	Teachers will use the information sheets 2x month to make decisions/ changes (eg. changes other than those on actual information systems).	a) Liaison Visit Guide (box 3,5)	a) If narrative = use of information sheets > 2x month to make changes or decisions then +; else if narrative = no use or use of information sheets < 2x month to make changes or decisions then -; else ? ___	Sum the number of: +___ -___ ?___
7S.	Teachers maintain schedules for student that include a range of school/community activities with a variety of people.	a) Demographics (box 11,12,13)	a) If attached schedule = activities in 3 or more settings and 3 or more grouping arrangements then +; else if schedule = activities in <3 settings or <3 grouping arrangements then -; else ? ___	Sum the number of: +___ -___ ?___
8S.	Teachers will teach heterogeneous groups of learners.	a) Demographics (box 4,11,12,13)	a) If narrative = student in heterogenous grouping arrangement then +; else if narrative = student in homogeneous grouping arrangement then -; else ? ___	Sum the number of: +___ -___ ?___
9S.	Students will be active participants in heterogeneous groups of other learners.	a) School Membership Snapshot (front) b) Demographics (box 11,12,13)	a) If data patterns = active participation in heterogeneous grouping then +; else if data patterns = passive participation or homogeneous grouping then -; else ? ___ b) If narrative = active participation in heterogenous grouping then +; else if narrative = passive participation or homogeneous grouping then -; else ? ___	Sum the number of: +___ -___ ?___
10S.	Teachers will write Activity Based IEP's in collaboration with other team members.	a) Demographics (box 11,12,13) Liaison Visit Guide (box 4)	a) If attached IEP = activity-based format and narrative = report of collaboration in writing IEP then +; else if IEP = non activity-based format or narrative = report of no collaboration in writing IEP then-; else ? ___	Sum the number of: +___ -___ ?___
11S.	Teachers will use IES strategies with non-project students.	a) Liaison Visit Guide (box 2)	a) If narrative = use of IES strategies with non-project students then +; else if narrative = no use of IES strat. or only with project student then -; else ? ___	Sum the number of: +___ -___ ?___

	Change Accomplishment	Source	Analysis	Summary
12S.	Health outcomes are embedded in educational schedule.	a) Demographics (box 11,12,13) b) Liaison Visit Guide (box 3,5)	a) If narrative or attached schedule = health outcomes within context of educational schedule then +; else if narrative or schedule = health outcomes separate from educational schedule then -; else ? ___ b) If narrative = health outcomes addressed in context of educational schedule then +; else if narrative = health outcomes addressed separate from educational schedule then -; else ? ___	Sum the number of: +___ -___ ?___
13M.	Student's health care needs will be taken care of in privacy, and in places in school/community where other students' health and/or phys. needs are taken care of.	a) Demographics (box 6) b) Liaison Visit Guide (box 5)	a) If where = same places in school/ community where typical students' needs are met then +; else if where = places different from where typical students' needs are met then -; else ? ___ b) If status = supports provided in same places and same ways as typical students then +; else if status = supports provided in different places or ways than typical students then -; else ? ___	Sum the number of: +___ -___ ?___
14S.	Teacher/staff will report feeling increasingly satisfied with individual student outcomes.	a) Demographics (box 3) b) Liaison Visit Guide (box 2,3)	a) If narrative = report of satisfaction or more satisfaction with student outcomes then +; else if narrative = report of no satisfaction or less satisfaction with student outcomes then -; else ? ___ b) If narrative = report of satisfaction with student then +; else if narrative = report of dissatisfaction with student then -; else ? ___	Sum the number of: +___ -___ ?___
15M.	Families will report satisfaction with their child's goals and their involvement with the school.	a) Liaison Visit Guide (box 4) b) Parent Phone Interview (box 4)	a) If narrative = reports of positive reaction or satisfaction from family then +; else if narrative = reports of negative reaction or dissatisfaction from family then -; else ? ___ b) If statement = report of okay with activities at school then +; else if statement = report of not okay with activities at school then -; else ? ___	Sum the number of: +___ -___ ?___

	Change Accomplishment	Source	Analysis	Summary
16S.	Topics and contents between teacher and family interactions will expand beyond health/safety to program & social activities.	a) Demographics (box 11,12,13) b) Liaison Visit Guide (box 4) c) Parent Phone Interview (box 1)	a) If attached IEP = any goals/obj. with program or social activity focus then +; else if IEP = only goals/obj. focused on health/safety then -; else ? ___ b) If narrative = report of family concerns with program or social focus then +; else if narrative = report of only family concerns with health/safety focus then -; else ? ___ c) If statement = any program or social topics then +; else if statement = only health/safety topics then -; else ? ___	Sum the number of: +___ -___ ?___
17M.	Student's physical condition & health will be maintained (muscle strength & endurance, joint flexibility, range of motion, etc.) as appropriate to his/her impairment.	a) Demographics (box 6,7) b) Liaison Visit Guide (box 3,5) c) Parent Phone Interview (box 4)	a) If needs, equipment, and frequency = amounts appropriate for impairment then +; else if needs, equip., or frequency = amounts not appropriate for impairment then -; else ? ___ b) If narrative = changes indicating increase/ stability in physical condition & health then +; else if narrative = changes indicating decrease in phys. condition or health then -; else ? ___ c) If statement = report of satisfaction with health and appropriate support then +; else if statement = report of dissatisfaction with health or inapprop. support then -; else ? ___	Sum the number of: +___ -___ ?___
18M.	Other students and adults in the school environment will express positive changes in attitude (breadth & depth).	a) Demographics (box 5) b) Liaison Visit Guide (box 4,5) c) School Membership Snapshot (back)	a) If narrative = statements of others' positive attitudes toward student then +; else if narrative = statements of others' negative attitudes toward student then -; else ? ___ b) If narrative = positive attitudes from peers then +; else if narrative = negative attitudes from peers then -; else ? ___ c) If peer responses = expressions of positive attitudes toward student then +; else if peer responses = expressions of negative attitudes then -; else ? ___	Sum the number of: +___ -___ ?___

Change Accomplishment		Source	Analysis	Summary
19M.	There will be an increase in interaction.	a) Demographics (box 5) b) Liaison Visit Guide (box 5) c) School Membership Snapshot (front)	a) If narrative = increased interaction with typical peers then +; else if narrative = decreased or no change in interaction with peers then -; else ? ___ b) If narrative = report of increased interaction then +; else if narrative = report of decreased or no change in interaction then -; else ? ___ c) If data patterns = increased interaction with typical peers then +; else if data patterns = decreased interaction then -; else ? ___	Sum the number of: +___ -___ ?___
20S.	There will be an increase in inclusion.	a) Demographics (box 5) b) Liaison Visit Guide (box 3,5)	a) If narrative = increased inclusion in typical classes then +; else if narrative = decreased or no change in integration in typical classes then -; else ? ___ b) If narrative = report of increased inclusion then +; else if narrative = report of decreased or no change in integration then -; else ? ___	Sum the number of: +___ -___ ?___
21S.	Student will experience less inactive "downtime" in school.	a) Liaison Visit Guide (box 5) b) School Membership Snapshot (front)	a) If narrative = statements of increased activity/less downtime then +; else if narrative = statements of no change or less activity/ more downtime then -; else ? ___ b) If data patterns = increased active participation then +; else if data patterns = decreased active participation then -; else ? ___	Sum the number of: +___ -___ ?___
22M.	Student's abilities will improve so that they initiate & contribute to movements more frequently and for greater duration, as appropriate to their impairment.	a) Liaison Visit Guide (box 5)	a) If narrative = increased initiation & contribution to movements then +; else if narrative = no change in initiation or contribution to movements then -; else ? ___	Sum the number of: +___ -___ ?___
23M.	Teachers will report more satisfaction with, access to, and use of resources available from related service/resource people.	a) Liaison Visit Guide (box 4)	a) If narrative = reports of increased use & satisfaction of related service/ resource people then +; else if narrative = reports of decreased use or satisfaction of related service/resource people then -; else ? ___	Sum the number of: +___ -___ ?___

Summary Collumn: (rule: if sum +'s . sum of -'s then circle + in summary column; else if sum of -'s . sum of +'s then circle - in summary column; else circle ? in summary column for each change accomplishment)

IES Change Accomplishment Summary

Strong Accomp.	Medium Accomp.	Weak Accomp.
#2 _____	#13 _____	#1 _____
#3 _____	#15 _____	
#4 _____	#17 _____	
#5 _____	#18 _____	
#6 _____	#19 _____	
#7 _____	#22 _____	
#8 _____	#23 _____	
#9 _____		
#10 _____		
#11 _____		
#12 _____		
#14 _____		
#16 _____		
#20 _____		
#21 _____		
Total (+) _____/15	Total (+) ____/7	Total (+) ____/1
Total (?) _____/15	Total (?) ____/7	Total (?) ____/1

C:\IES\IESAccom.Chl 12/92 ms

PART I. IES LIAISON VISIT GUIDE

Date:	Student: Liaisón:	Total time:

Directions: Use this page to note information for your log entry. Organize your log entry according to the same headings in the same sequence.

1. **Classroom snapshot.** (What's going on today? Anything strikingly new or unusual in general? with the IES student? Staff? other students? visitors?) (teacher with student? other nondisabled students? Assistant with student? Assistment with other nondisabled students?)

2. **Teacher snapshot.** (Mood? satisfaction w/IES student? use of IES with other students? questions? issues? reports of "successes" or new developments with IES students? with other students? reports of new opportunities to practice abilities?

3. **Status of data & data analysis.** (Is data up to date? are there any gaps? issues with staff & data? changes based on data? is home data consistent and used by teacher?

4. Status/Issues other people. (Teacher report of use, satisfaction with related service staff. Reports of family reaction, involvement, satisfaction, concerns) (Reports of collaboration with other team members)

5. Student outcomes and status. (Changes in behavior, awareness, mood? changes in medical status? changes in schedule/activity? changes in involvement with peers? changes in image? are any changes based on student data? how? downtime?)

6. Your issues, hunches, reflections.

PART II. IES: STUDENT DEMOGRAPHICS

DATES IES Year 1 2 3

_____ Update #1

_____ _____ Update # 2

_____ First completed

ATTACHMENTS
Video? _____
School course/ other offerings_____
IEP? _____
Schedule? _____
Pre-IES data sheets? _____

1. Student:_____ Student Age:_____

Living situation: Living with parents ___ Nursing home ___ or other family _____
Foster home _____ Group home _____

School: _____ Type of placement: regular class _____ separate school ____
self cont. class _____ seg. wing/cluster_____

Teacher: _____

2. **Student Snapshot:** (first impression, appearance, mood, expressiveness, overall image)

3. **Teacher Snapshot:** (feeling about s, satisfaction with curriculum, teaching student, outcomes, attitude, mood)

4. **Classroom Snapshot:** (appearance, climate, pace, schedule, curriculum, other students, staff)

5. **School Snapshot:** (size, climate, diversity, reaction/interaction with nondisabled s)

6. **List S medical & personal support needs.** (vital signs, suctioning, G-tube or other feeding, heart monitor, check skin, give meds, percussion, respirator, changing, etc.)

Medical support needs	Who delivers? (List all)	How often?	Where?

7. **List S medical & personal support equipment** (e.g. body jacket, WC, sidelyer, respirator, dishes, tray, wedges, extra clothes, etc.)

Equipment	Where Kept	Used roughly how often?	Who manages?

8. **Student(s) Official Labels:**

9. **Program Structures** (number & variety of adults, regional program, involvement of school personnel, related services, administrator(s) role(s))

10. **School/community Offerings** (course offerings, school-wide events, school locations (e.g. media center, gym, etc.) clubs, others....)

11. **STUDENT SCHEDULE**

Directions: Using the attached template or a blank piece of paper document as complete a picture as possible of the students day. Make sure you address each of the following in some clear way:

____ time schedule followed

____ content of activity

____ location of activity

____ type **and** composition of grouping

____ if arrival & departure from school matches

- other students in class
- other students in school

____ if participation in activity matches other students in activity

____ when in the schedule medical and personal support needs met. Image assessment

____ approximate time medical & personal needs require

____ type and number of adults involved with each part of schedule

- Attach copy IEP
- Copy or attach whatever the teacher use for a schedule
- Copy or attach whatever the teacher use for data

IES WORKING COMMITTEE
COVER SHEET

Date: Present:

Roles:

Facilitator:_____

Recorder:_____

Other:_____

AGENDA

Items:

1.

2.

3.

4.

5.

MEETING OUTCOMES

Items:	Person Responsible	By When?
1.		
2.		
3.		
4.		
5.		

AGENDA FOR NEXT MEETING

Items:

1.

2.

3.

4.

5.

CASE REPORT WORKSHEET

Student:_____ Date:_____

Status Report	Decision	Followup
Educational Outcomes:		
Membership:		
Health Status:		
Coordination of Adults:		
Conclusions/Guidelines:		

IES PARENT PHONE INTERVIEW

Date:	Which parent(s):	Time of call:
Student:	Phone number:	Length of call:

DIRECTIONS: Select/decide who you will interview as the "PARENT". Parent might be a natural mom or dad, both parents, a natural parent and a house parent, etc. However you "define" parent for this interview, stay with the same people for the year.

Identify yourself as working with the Schools Projects at the Unviersity of Oregon and remind the parent that you are calling to talk about [name child]. Remind the parent that we are working with [name child's teacher] to make [name child]'s experiences in school more successful. Remind them that we want to get their impression of how things are going, that the call will take about 20 minutes or so, but that if now is not a good time or if they run out of time and need to do something else, you will call back. If you need to call back, make sure to make a firm appointment and keep it.

If it is a second or later call to the same parent, remind them of your purpose briefly. Have the previous interview notes with you so you can refer to them. As you introduce each topic, use previous interview information to probe for changes/differences. Generally, revise each question by adding the work "still," as in "Are you and the teacher still in touch regularly? Suggestions are included below in braces. Use the information from the previous interview to jog the parent's memory and to probe for changes/differences: "Last time you mentioned that, what about now?"

COMMUNICATION WITH SCHOOL

1. Are you and [teacher's name] {still} in touch regularly?

How? {still using _____?}

How often {Roughly ____}?

What kinds of things do you talk about?

{Are you still talking about _____? Anything new?}

List and probe: anything else? do you ever talk about [child's name] involvement with nondisabled students? classmates? performance? successes?

Are there other things you would like to know? what? sometimes? all the time?

2. Are there things that you think [teacher] ought to know? what? sometimes? all the time?

Generally speaking, is your contact with [teacher] okay? If not, how could it be better?

3. What about other people involved with your child at school; are you {still} keeping well-enough in touch with them? [Probe: therapists, classroom assistants, others in the school]

Are there things you would like to know about any of the other people involved with your child? what? how often?

4. Let's talk aboaut [child]. How is his/her health? {Any changes since last time we talked?}

What about his/her mood? {Any changes since last time?}

What about the things s/he does? {Any changes since last time?} {Is this okay with you? how could it be different? }

What about his/her schedule and involvement in the rest of the school besides [teacher] classroom?

Are there any things you would like to change? what? how? can we help?

Thanks alot for your time and for helping us keep track of how things are going for [child]. Any other comments that you think might help us do a better job of helping [teacher] improve things at school?

IES\Phone.Par 2/92 mz

Attachment C: Liaison Support Summaries

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
MK	-Assistants didn't work with the student, nor did they seem interested. MK not involved in many group activities.	Talked with classroom staff about the project. Helped tchr. figure out strategies to involve staff.		Ways to include MK in group activities in class.	Not much change.		
	-Mom didn't support the student's inclusion in some activities.	Established data system to keep track of activities. Used data to describe the uselessness of the RB. Talked to vision specialist.					
	-Resonance Board introduced by the vision specialist was stigmatizing and a waste of time.				Attended a team meeting in June, presented data, the board was removed fromthe classroom and taken home.		

p:\schools\stemp

IES Support Summary

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
BD	Problem kid classroom, the teacher was tired and discouraged about her job. Didn't have much time to focus on BD.	Tried to support the teacher by listening, encouraging her to talk to admin. about her situation, which really is difficult. Worked with all staff to help them work with Bob. Helped out in classroom. Helped her problem solve new activities for Bob.			Not much changed. Teacher was usually happy to talk to me, and liked ideas we came up with, but didn't have much energy to follow through.	24	30 hrs.
	Self-contained class, kids in it really aren't part of school.	Helped teacher figure out activities for BD in other classes and around the school.					
	Too many people involved in decision making. Communication poor between home/school/parents/other involved people. No coordination of info.	Set up info system between home/school/parents (with input from all) about sleeping, seizures, nutrition, general health.		Using data system, providing examples, analyzing info. for making decisions.	No follow through with info system. (BD moved to a new home, and the papers got lost in the shuffle).		
	Health issues(sleeping, seizures, medication, nutrition, illness) made BD miss a lot of school, sleep when he was there.	Designed data system to help monitor seizures, sleeping, medication.		Using data system, providing examples, analyzing info to make decisions.	They used the info about seizures to help neurologist change doses and kinds of seizure medication. Teacher and mom convinced team to have him come to school every other day, then to shorten his days.		

IES Support Summary

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Peter	Difficulty keeping head up	Investigate purpose of tilt chair			Peter began holding his head up more often when more classes	17	33.2
	Eating lunch in classroom	Setting up Peer Support System			6th grade lunch 2x/week with Peer Buddy		
	Passive participation in PE, music	circles of friends	Built ability based data system		Increase peer involvement PE Assistant help out		
	Unclear purpose of school	Discussion of readings, themes, ideas ongoing with special and regular ed	"Is Communication the Point?" "Peter He Comes and Goes" "Partial Participation Revisited"		Peter is a member of 6th grade class.		
	Not using data to make decisions			Summarized data with TA	Area to be worked on		
	Teacher sees role as getting kids into regular classes	Crafted a new teacher schedule that allowed teacher time at the HS and Elem school	ODE Workshop Schedule Oregon Conference BCC, SI info		New schedule developed like to see one that is a little more flexible		
	Teacher so structured into day that she doesn't have time to observe Peter	Introduced SMS, logic and possible uses	"School Membership Snapshot"	Completed SMS with teacher present	Assistant to collect more data		
	Difficulty with aug. com. person	Suggested monthly meeting, communication open			2-3 monthly meetings happened		
	TA wants to teach	Setup Science unit with 6th grade teacher			Peter included in Science		

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Nancy	Passive participation in instructional groups. Too many hard kids to manage class well. Too many resources going into kids like Nancy. Involved only in special education activities Can't include these kids all the time. Peer tutors acting as health assistants. Health aide doing things to Nancy without talking to her. Nancy involved in sensory stimulation sessions. Can't go swimming for one month. Data collection and use is inconsistent.	Designed a new data collection system that was easier for staff to use. Discussion of modeling behavior for staff, writing programs, staff meetings. Worked on developing a FA for a "loud" student in the class. Talked about classes that Nancy would have the least impact on. Discussed privacy issues, the roles of peer tutors, what they should know and not know about students. De-emphasizing labels. Discuss logic of the HAI Discussed an interval of collection that was manageable.	CMIS, RCPS, Functional analysis interview and forms. "Is Communication the Point?" "Inclusion Doesn't Mean 100% or 0% in Regular Classes" "Circles of friends" Oregon Conference info. BCC Information Summer Institute Information.	Model hand over hand, giving choices through eye gaze. Worked with student in regular class to show how student could participate. Talk with Nancy when working with her.	Teacher uses more directive approach. Frequent use of staff meetings. Used FA information to develop a new program for a student. Nancy was enrolled in a Choir class. New reading packet pulled together for the peer tutors that emphasized individuals not labels. No change in the amount of data collected or used. The health assistant sees school as valuable and worthwhile to Nancy.	14	23.8h

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Amanda	See Nancy support. Lots of moaning inside classrooms. Masturbating.	Locate classrooms that are extremely noisy.	School Context Analysis TASH Sexuality Article.		Continues to be an issue. Continues to be an issue.	14	23.8h
Abbey	Teacher as short timer and interpersonal institutional barriers	Discussed setting up some inclusion activities for next year -- maybe initial contacts for incoming teacher Tried to enlist TA's to carry on for next year. Revised IES strategies with staff and reviewed anticipated outcomes.	"Peter comes/goes" article "Inclusion the bigger picture" article Chapter 7 from Nesbit book "Natural Supports" "In the spirit of inclusion" "Circle of learning" "Achieving Balance Module" "Strategies for including all students" "Circle of Friends" Stories of success of other teachers/students	Modeled how to include Abbey in group activity. Made it meaningful and embedded IEP objectives.	Teacher did put together a list of possible contacts only to pull back without making the contacts. Excuse given was impasse with principal felt it was not possible in their environment. TA's may move on with teacher next year. Continued to exclude Abbey from PE classes. Did not respond -- had attitude that "it can't work here." Staff did increase some Abbeys involvement	12	24.5h

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Abbey (cont.)	Too much down time	Activities matrix for all classroom activities and showing how Abbey can be active in each activity.	Developed matrix to show how goals and objectives would be embedded in functional activities.	Worked with Abbey in group situation to include her with own peers only	slight improvement but very slight		
	Took little data and never used it for decision-making (never looked at it)						
	Little integration outside the room	Same as number 1	Same as number 1	Same as number 1	Same as number 1		

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Jimmy in Eugene	Teacher as short timer and interpersonal institutional barriers	Discussed setting up some inclusion activities for next year -- maybe initial contacts for incoming teacher Tried to enlist TA's to carry on for next year. Revised IES strategies with staff and reviewed anticipated outcomes.	"Peter comes/goes" article "Inclusion the bigger picture" article Chapter 7 from Nesbit book "Natural Supports" "In the spirit of inclusion" "Circle of learning" "Achieving Balance Module" "Strategies for including all students" "Circle of Friends" Stories of success of other teachers/students	Modeled how to include Abbey in group activity. Made it meaningful and embedded IEP objectives	Teacher did put together a list of possible contacts only to pull back without making the contacts. Excuse given was impasse with principal felt it was not possible in their environment. TA's may move on with teacher next year. Continued to exclude Abbey from PE classes. Did not respond -- had attitude that "it can't work here." Staff did increase some Abbeys involvement	17	40.5h
Jimmy in Newport	Too much down time Took little data and never used it for decision-making (never looked at it) Little integration outside the room	Activities matrix for all classroom activities and showing how Abbey can be active in each activity. Same as number 1	Developed matrix to show how goals and objectives would be embedded in functional activities. Same as number 1	.Worked with Abbey in group situation to include her with own peers only Same as number 1	slight improvement but very slight Same as number 1	3	20

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Sissy	Against idea of inclusion for students with disabilities similar to Sissy	Attended general staff meetings to discuss inclusion.	"Peter comes/goes" article "Inclusion the bigger picture" article Chapter 7 from Nesbit book "Natural Supports" "In the spirit of inclusion" "Circle of learning" "Achieving Balance Module" "Strategies for including all students" "Circle of Friends" Video tape of Inclusion workshop at Oregon Conference		Attitudes of all staff changed. Teacher was willing to try inclusion, 3 TA's said they supported the idea of inclusion based on conversations and readings	27	49.45 hrs.
		Laid out step by step plan for Sissy to be in regular ed. classroom. Did collaborative learning sessions with peers from regular ed. classroom		With peer tutors in sp. ed. room -- how to include Sissy in activity. Modeled in regular ed. classroom	Teacher set up trial in regular education class which proved to be successful Some peer tutors quickly "took" to Sissy and independently began to include her in any activity. Some membership/ ownership did occur		

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Sissy (cont.)	Not sure how to include Sissy in group activities		"Partial Participation Revisited" Achieving Balance Module	Modeled how to include Sissy in an activity via partial participation	Increased opportunities to practice with more involvement in activities		
	Isolation and downtime due to "Discovery Corner"	Took data and shared results with staff Took video footage and shared with staff			Little change except the "corner" will be moved so that Sissy will not be isolated.		
	Not in neighborhood school because of lack of support staff		Talked to training supervisor of our program and sp. ed. administrator for Sissy's neighborhood school		Possibility of making neighborhood school a practicum site for one of our masters students so Sissy would have support.		
	Did not use data to make decisions	Discussion of strategy on how to do this	Did data session together but left decision to teacher		Toward the end of year teacher was examining the data and interpreting it.		

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
QO	Resistance to the idea of inclusion	**Many, many** conversations on this issue	"Inclusion, the Bigger Picture" "Spirit of Inclusion" "Peter comes and goes"	Modeled with peer tutor and in the regular ed. class	Included in one reg. ed. class (PE) but only as observer, however there were other students without disabilities who were observers Overall inclusion did not happen though some integration did.	8	12 h
	Did not use data to make decisions	Showed how and used data and things I discovered			Data recording did increase at the end of the year.		
	Too much downtime/ not age appropriate activities or non-functional activities	Discussed strategies for developing age appropriate and functional activities throughout the two years I served their site.	Achieving Balance Module Drew up sample matrix for planning activities embedding IEP goals and objectives	Worked with QO in groups and modeled	Little change		

IES\Support.Sum 7/93 mr

IES Support Summary: Jimmy

Barrier: The biggest barrier facing Jimmy was being caught between two systems - he was fully welcomed into the regular education grade 4 class but the special education people did not know how to give up ownership. Programs were planned by the special education group who then told the classroom teachers to work out ways of doing them. Negotiating across this barrier was made more difficult by two different languages and two different paradigms of education operating. So far this has not been successfully negotiated - The principal believes that the most important person is the classroom teacher.

In this context the development of an appropriate method of assessment was made more difficult by the differing understandings of the purpose of and approach to assessment/

The second barrier - the long period of recuperation for Jimmy after his spinal surgery made this difficult to resolve. If we had been able to work together and trial something in the classroom it may have succeeded.

Teaching: I introduced the classroom teacher and EA to the ITER process - we went through the module together - developed an ITER summary and prepared the ground for using this methods to plan curriculum when Jimmy returned to school.

Broker: I'm not sure what you mean by this term in this context

I attempted to introduce Wendy to BCC class and she did start but was disheartened by the Ednet problems and the distance she still had to drive.

Modelling: I modelled to Wendy some other means of supporting Jimmy's communication and decreasing support - she would have worked it out - these two people were doing excellent teaching.

Outcome: By the end of the year Tyler did not return to school - However the teachers have a framework for planning curriculum and collecting data which has in part been negotiated with the itinerant special education teacher. I have one more visit planned late in August to make a final plan for the next year and to assist them in the organization of a joint trial of this approach. Despite all the set-backs Jimmy continued to learn and improve and form relationships with his peers - enormous credit must be given to the school for achieving this in the face of an absence of 2.5 semesters.

Visits: 15

Time:

School:	84
Travel:	55
Phone:	6
Prep.:	27

IES Support Summary

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Jake	The context: ESD classroom with too many problem kids. Too many hard kids, teacher didn't have much time to devote to him. Many related service people, efforts not very coordinated although the teacher tried to focus them Communication problems, differences of opinion with the nursing home where he lives about his educational "program"	This is a very competent teacher with the right values. I didn't really need to teach her anything because of her past experiences with students like Jake. She had lots of great ideas, did a lot of advocacy for Jake , but just didn't have the time or support to pull it all off.			Not much changed from the beginning to the end of the year. Teacher wrote a better IEP, but didn't succeed in lengthening the school day for Jake or overcoming problems with the nursing home. the student had a lot of down time during the year.	17	25 hours

IES Support Summary

Student	Barrier	Teaching	Broker	Modeling	Outcome	Visits	Time
Peter	Professional Presiousness. The TA is a trained nurse. She focused on Peter's seizures, his PT needs, toileting, and eating. He missed a large number of classes.	Met with the MS block team with the special ed teacher to describe what Peter's abilities are; described examples about how he participated in classes last year, and how he could participate in routine class activities this year.	Gave assistant Middle school inclusion article and "Widening the Stream" Article.	Sat with TA in science, social studies, and language arts discussing how Peter could participate invarious activities	Middle school team involved Peter in a number of class routines such as checking completed work, handing out and collecting assignments, being the flag holder during the MS Olympics, and playing squishball with the help of a classmate. The MS team formally complained to the principal about the fact that Peter missed so many classes. There was an increase in communicatio between the TA and the team. the team still sees the need to have a trained assistant with Peter due to his seizure activity(1x-2X/month)	15	31 hours
	Management of information and Communication. The special education teacher did not emphasize meeting with the teachers about Peter, changes in the schedule, and priorities.	Worked with Sped theacher with organizing her schedule so that she freed up time to meet regularly with the MS team. This would also enable her to support the teacher when Peter was in class.	Gave the Sped Teacher the CMIS module to assist with organization. Also gave the teacher and the assistant material related to the BCC sequence and State Department Workshops.		Team expressed an interest in having the Sped teacher be part of the core discussion 2x /month to discuss changes, Peter's status and curriculum planning. The science teacher talked to Peter not about him. When he made a mistake handing out materials she talked to Peter not the support person.		
Thomas	Managing 14 adults and large amounts of information	Interviewed the K-1-2 teacher discussing alternative ways that the special education tem could support her to educate Thomas. In April the sppecial education teacher brought up that they should provide services in a different manner. I discussed the working committee approach that the IES project was doing. In May the IES project staff did a workshop with the Linn-Benton ESD about Teaming and different ways to support the education of complicated students.			Next year the team is going to complete assessments and develop protocol for Thomas's OT, PT, Communication, and vision needs in September .Then in October designate a liaison to work with the teacher.	9	17.5 hours